

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Term	Areas covered and opportunities provided for the children	What children need to know by the end of Reception
Autumn 1 Topic: All About Me Key vocabulary: Emotions (happy, sad, angry calm, relaxed, frightened, worried, scared) kind helpful, polite, friendly, rocket job. Jigsaw Vocab: Kind, Gentle, Friend, Similar, Similarity, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.	Jigsaw – Being Me in My World. - * I understand how it feels to belong and that we are similar and different. * I can start to recognise and manage my feelings. * I enjoy working with others to make school a good place to be. * I understand why it is good to be kind and use gentle hands. * I am starting to understand children's rights and this means we should all be allowed to learn and play. * I am learning what being responsible means. Circle Time * Introduce the Colour Monster * What makes us happy/sad * What makes a good friend * Who is in their family and why they are important to them * What do they want to be when they are older. Self-registration: Colour Monster feelings photo board Marvellous Me! Box for children to take home to share things that are important to them. Snack and milk time – time to socialise, talk about healthy snacks. Encourage hand washing before and after eating and drinking. Class 'Rocket' – To reward positive behaviours and set good role models. *Praise certificates/ work of the week – To make children feel valued and proud of what they have achieved. 'Rocket jobs' – Introduce rocket jobs as the expectation that they have a go at challenging (not forced) themselves and develop independence when completing tasks. Reading treehouse – introduce new expectations for reading at home and praise for those who read x3 times a week or more with reading trophy and stickers.	Key knowledge and skills to be committed to long term memory: PSHE Know they have a right to learn and play, safely and happily, know that some people are different from themselves, know that hands can be used kindly and unkindly, know special things about themselves, know how happiness and sadness can be expressed, know that being kind is good. Social and Emotional Skills: Identify feelings associated with belonging, skills to play co-operatively with others, be able to consider others' feelings, identify feelings of happiness and sadness, be responsible in the setting.
Autumn 2 Topic: Celebrations Key vocabulary: Emotions (happy, sad, angry calm, relaxed, frightened, worried, scared) kind helpful, polite, friendly, rocket job,	Forest School – Encourage children to get themselves dressed/ undressed. Look after their belongings and be responsible for putting their own things away in the correct place. Jigsaw – Celebrating Difference. *Identify something I am good at and understand everyone is good at different things. *Understand that being different makes us all special. *Bullying – celebrating differences. Knowing we are all different but the same in some ways.	Key knowledge and skills to be committed to long term memory: PSHE Know what being unique means, know the names of some emotions such as happy, sad, frightened, angry, know why having friends is important, know some qualities of a positive friendship, know that they don't have to be 'the same as' to be a

<p>special, bullying, same, different,</p> <p>Jigsaw Vocab: Different, Special, Unique, Proud, Friends, Family, Home, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>	<p>*Say why I think my home is special to me. *How to be a kind friend. *Knowing which words to use to stand up for myself when someone says or does something unkind.</p> <p>Circle time *Sharing experiences e.g. Bonfire night *Sharing what we celebrate e.g. Halloween *What makes me unique and special? *Know how to be a good friend. *Know who is special to us and why. *Share how we celebrate Christmas. *dressing forest school</p> <p>Self-registration: Colour Monster feelings board</p> <p>Marvellous Me! Box for children to take home to share things that are important to them.</p> <p>Snack and milk time – Children to become more independent when hand washing. Time to socialise, talk about healthy snacks. Encourage hand washing before and after eating and drinking.</p> <p>Class ‘Rocket’ – *To reward positive behaviours and set good role models. *Praise certificates/ work of the week – To make children feel valued and proud of what they have achieved.</p> <p>*‘Rocket jobs’ – Increased expectation that rocket jobs are completed to develop independence, resilience and perseverance.</p> <p>*Reading treehouse – High expectations for reading at home and praise for those who read x3 times a week or more with reading trophy and stickers.</p> <p>*Friendship Jar – Recognising qualities of a good friend in others.</p>	<p>friend, know what being proud means and that people can be proud of different things, know that people can be good at different things, know that families can be different, know that people have different homes and why they are, important to them, know different ways of making friends, know different ways to stand up for myself.</p> <p>Social and Emotional Skills: Recognise emotions when they or someone else is upset, frightened or angry, identify and use skills to make a friend, identify some ways they can be different and the same as others, identify and use skills to stand up for themselves, identify feelings associated with being proud, identify things they are good at, be able to vocalise success for themselves and about others successes, recognise similarities and differences between their family and other families.</p>
<p>Spring 1 Topic: Pirates</p> <p>Key vocabulary: Emotions (happy, sad, angry calm, relaxed, frightened, worried, scared) kind helpful, polite, friendly, rocket job, special, bullying, same, different, goal, perseverance, resilience, proud</p> <p>Jigsaw vocab: Dream, Goal, Challenge, Job, Ambition, Perseverance, Resilience,</p>	<p>Forest School – Increased expectation that children get themselves dressed/ undressed. Look after their belongings and be responsible for putting their own things away in the correct place.</p> <p>Jigsaw – Dreams & Goals. *I understand that if I persevere, I can tackle challenges. *I can tell you about a time I didn’t give up until I achieved my goal. *I can set a goal and work towards it. *I can use kind words to encourage people. *I understand the link between what I learn now and the job I might like to do when I’m older. *I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Snack and milk time – Children to be independent when hand washing and taking themselves for snack. Time to socialise, talk about healthy snacks.</p> <p>Class ‘Rocket’ – *To reward positive behaviours and set good role models. Higher expectations for listening and attention.</p>	<p>Key knowledge and skills to be committed to long term memory: PSHE Know what a challenge is, know that it is important to keep trying, know what a goal is, know how to set goals and work towards them, know which words are kind, know some jobs that they might like to do when they are older, know that they must work hard now in order to be able to achieve the job they want when they are older, know when they have achieved a goal.</p> <p>Social and Emotional Skills: Understand that challenges can be difficult, build resilience, recognise some of the feelings linked to perseverance, recognise</p>

<p>Achievement, Happy, Kind, Encourage.</p>	<p>*Praise certificates/ work of the week – To make children feel valued and proud of what they have achieved.</p> <p>‘Rocket jobs’ – Increased expectation that all rocket jobs are completed daily to develop independence, resilience and perseverance. Sometimes two rocket jobs given.</p> <p>*Reading treehouse – High expectations for reading at home and praise for those who read x3 times a week or more with reading trophy and stickers.</p>	<p>how kind words can encourage people, talk about a time that they kept on trying and achieved a goal, be ambitious, feel proud, celebrate success.</p>
<p>Spring 2 Topic: All About Spring</p> <p>Key vocabulary: Emotions (happy, sad, angry calm, relaxed, frightened, worried, scared) kind helpful, polite, friendly, rocket job, special, bullying, same, different, goal, perseverance, resilience, proud, respect, thankful, grateful, healthy, exercise.</p> <p>Jigsaw Vocab: Healthy, Exercise, Physical Activity, Head, Shoulders, Knees, Toes, Wash, Clean, Stranger, Scare, Sleep, Good Sleep Routine, Limited Screen Time, Toothbrushing, Safe Pedestrian.</p>	<p>Forest School – Children get themselves dressed/ undressed. Look after their belongings and be responsible for putting their own things away in the correct place.</p> <p>Jigsaw – Healthy Me *I understand that we need to exercise to keep healthy. *I know and can talk about the different factors that support my overall health and wellbeing: regular physical activity. *I understand how moving and resting are good for my body. *I know which foods are healthy and not so healthy and can make healthy eating choices. *I know how to help myself go to sleep and understand why sleep is good for me. *I know and can talk about the different factors that support my overall health and wellbeing: having a good sleep routine and limited ‘screen time’. *I can wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet. *I know and can talk about the different factors that support my overall health and wellbeing; toothbrushing. *I know what a stranger is and how to stay safe if a stranger approaches me. *I know and can talk about the different factors that support my overall health and wellbeing; being a safe pedestrian.</p> <p>Snack and milk time – Children to be independent when hand washing and taking themselves for snack. Time to socialise, talk about healthy snacks.</p> <p>Class ‘Rocket’ – *To reward positive behaviours and set good role models. High expectations for listening, responding and attention. *Praise certificates/ work of the week – To make children feel valued and proud of what they have achieved.</p> <p>*‘Rocket jobs’ – The expectation that rocket jobs are completed by everyone in the time scale given to develop independence, resilience and perseverance. Sometimes two rocket jobs given in one day.</p> <p>*Reading treehouse – High expectations for reading at home and praise for those who read x3 times a week or more with reading trophy and stickers.</p>	<p>Key knowledge and skills to be committed to long term memory: PSHE Know what the word ‘healthy’ means, know some things that they need to do to keep healthy, know the names for some parts of their body, know when and how to wash their hands properly, know how to say no to strangers, know how to be a safe pedestrian, know when and how to clean their teeth, know the importance of a good sleep routine (how to help themselves go to sleep and that sleep is good for them), know limited ‘screen time’ is important, know that they need to exercise/have physical activity to keep healthy, know what to do if they get lost.</p> <p>Social and Emotional Skills: Can explain what they need to do to stay healthy, recognise how exercise/physical activity makes them feel, can give examples of healthy food, can explain what to do if a stranger approaches them, can explain how they might feel if they don’t get enough sleep, recognise how different foods can make them feel.</p>
<p>Summer 1 Topic: Space</p> <p>Key vocabulary: Emotions (happy, sad, angry calm, relaxed, frightened, worried, scared) kind helpful, polite, friendly,</p>	<p>Forest School – Children are expected to get themselves dressed/ undressed. Look after their belongings and be responsible for putting their own things away in the correct place.</p> <p>*Jigsaw – Relationships *I can identify some of the jobs I do in my family and how I feel like I belong. *I know how to make friends to stop myself from feeling lonely.</p>	<p>Key knowledge and skills to be committed to long term memory: PSHE Know what a family is, know that different people in a family have different responsibilities (jobs), know some of the characteristics of healthy and safe</p>

<p>rocket job, special, bullying, same, different, goal, perseverance, resilience, proud, respect, thankful, grateful, healthy, exercise, Family Friends, Respect Kind, Unkind Feelings, Control</p> <p>Jigsaw Vocab: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm Me, Breathing.</p>	<p>*I can think of ways to solve problems and stay friends. *I am starting to understand the impact of unkind words. *I can use Calm Me time to manage my feelings. *I know how to be a good friend.</p> <p>Snack and milk time – Children to be independent when hand washing and taking themselves for snack. Time to socialise, talk about healthy snacks.</p> <p>*Class ‘Rocket’ – To reward positive behaviours and set good role models. *Praise certificates/ work of the week – To make children feel valued and proud of what they have achieved.</p> <p>**‘Rocket jobs’ – The expectation that rocket jobs are completed by everyone in the time scale given to develop independence, resilience and perseverance.</p> <p>*Reading treehouse – High expectations for reading at home and praise for those who read x3 times a week or more with reading trophy and stickers.</p>	<p>friendships, know that friends sometimes fall out, know some ways to mend a friendship, know that unkind words can never be taken back and they can hurt, know how to use Jigsaw's Calm Me to help when feeling angry, know some reasons why others get angry.</p> <p>Social and Emotional Skills: Can identify what jobs they do in their family and those carried out by parents/carers and siblings, can suggest ways to make a friend or help someone who is lonely, can use different ways to mend a friendship, can recognise what being angry feels like, can use Calm Me when angry or upset.</p>
<p>Summer 2 Topic: Minibeasts</p> <p>Key vocabulary: Emotions (happy, sad, angry calm, relaxed, frightened, worried, scared) kind helpful, polite, friendly, rocket job, special, bullying, same, different, goal, perseverance, resilience, proud, respect, thankful, grateful, healthy, exercise, Family Friends, Respect Kind, Unkind Feelings, Control, name some body parts, memory.</p> <p>Jigsaw Vocab: Body Parts (Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand), Baby, Grown-up, Adult, Grow, Change, Worry, Excited, Memories.</p>	<p>Forest School – Children are expected to get themselves dressed/ undressed. Look after their belongings and be responsible for putting their own things away in the correct place.</p> <p>*Healthy Eating – Children can talk about foods that are healthy / not healthy and provide examples. Use the Hungry Caterpillar as a stimulus. Children can talk about other ways to keep healthy – exercise, sleep, toothbrushing, drinking water, washing etc</p> <p>*Life cycles – Have an awareness of how our bodies change and grow over time.</p> <p>*Jigsaw – Changing Me *I can name parts of the body *I can tell you some things I can do and foods I can eat to be healthy. *I understand that we all grow from babies to adults. *I can express how I feel about moving to Year 1 *I can talk about my worries and/or the things I am looking forward to about being in Year 1. *I can share my best memories of the best bits of this year in Reception.</p> <p>Snack and milk time – Children to be independent when hand washing and taking themselves for snack. Time to socialise, talk about healthy snacks.</p> <p>*Class ‘Rocket’ – *To reward positive behaviours and set good role models. *Praise certificates/ work of the week – To make children feel valued and proud of what they have achieved.</p> <p>**‘Rocket jobs’ – The expectation that rocket jobs are completed by everyone in the time scale given to develop independence, resilience and perseverance.</p> <p>*Become Year 1 ready –</p>	<p>Key knowledge and skills to be committed to long term memory: PSHE Know the names and functions of some parts of the body (see vocabulary list), know that we grow from baby to adult, know who to talk to if they are feeling worried, know that sharing how they feel can help solve a worry, know that remembering happy times can help us move on.</p> <p>Social and Emotional Skills: Recognise that changing class can elicit happy and/or sad emotions, can say how they feel about changing class/ growing up, can identify how they have changed from a baby, can say what might change for them they get older, can identify positive memories from the past year in school/home.</p>

	<p>*More time to work at tables as a whole class to increase independence and resilience.</p> <p>*Reading treehouse – High expectations for reading at home and praise for those who read x3 times a week or more with reading trophy and stickers.</p>	
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