



Northampton Primary Academy Trust Reception - Personal, Social and Emotional Development (PSED)

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. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Self-Regulation				
Knowledge and Skills to be Taught	Morning rituals and routines Good manners Expectations for behaviour in class and around school Skills for independence Build positive relationships with adults. Being a good friend Develop co-operation e.g., sharing and working as part of a group. Develop strategies to deal with different emotions. Begin to develop resilience. Persevere when activities are difficult.			See Jigsaw scheme
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting.</i>	Adults’ role modelling Rewarding ‘good’ behaviour Introducing daily challenges Daily independent job/challenge Group tasks/activities (adult as well as child led) Ask children to evaluate their work.			
Key Vocabulary <i>These are key words and phrases that children must know and understand.</i>	Please, thank you, kindness, emotion words e.g., angry, happy, calm, excited (and other words specific to the school expectations for behaviour)			
Throughout the Year <i>These are suggestions only and must be personalised by each setting.</i>	Provide children with reflection time. Jigsaw units Constant modelling and reinforce good behaviour. Whole school and class assemblies			

<p>Assessment Checkpoint</p> <p><i>i.e., a child on track will do this by the end of each term</i></p>	<p>Children will come into school and separate easily from their carers.</p> <p>Children will follow the school routines and behaviours.</p>	<p>Children can express how they feel or offer an opinion.</p> <p>Children engage more independently in classroom activity</p>	<p>Early Learning Goal</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	
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Managing Self				
Knowledge and Skills to be Taught	Toileting and eating skills. Independence e.g., putting away belongings, putting on coat, hand washing, changing for PE. Online safety Understand and practice good oral health. Understand about and practice healthy eating. Understand the importance of exercise in a healthy lifestyle. Begin to develop resilience. Persevere when activities are difficult.			See Jigsaw scheme
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting.</i>	Jigsaw units Agree class rules. Reward 'good' behaviour Lunch and breaktime routines Protective Behaviours (if used in the school) Colgate program			
Key Vocabulary <i>These are key words and phrases that children must know and understand.</i>	Vocabulary in good manners e.g., please, thank you, excuse me, sorry.			
Throughout the Year <i>These are suggestions only and must be personalised by each setting.</i>	Adults to teach the children how to do things independently and not do things for them and parents encouraged to do the same. Internet safety, stranger danger, healthy eating. Provide multiple resources where possible to avoid conflict.			
Assessment Checkpoint <i>i.e., a child on track will do this by the end of each term</i>	Able to independently feed and toilet self. Adheres to class rules and routines and be aware of the boundaries set. Safely explore a range of independent learning activities	Challenge themselves to challenge new activities. Challenge themselves to find a solution to a problem. Develop an understanding of a healthy lifestyle	Early Learning Goal Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	

Areas of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Building Relationships				
Knowledge and Skills to be Taught.	Learn how to be a good friend. Develop good manners and understand how to speak to an adult appropriately. Know how to play in a group, extending and elaborating ideas. Know how to resolve differences and resolve conflicts themselves.			See Jigsaw scheme
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting.</i>	Jigsaw units Role play Turn taking games.			
Key Vocabulary <i>These are key words and phrases that children must know and understand.</i>	Friend, kind, polite, manners			
Throughout the Year <i>These are suggestions only and must be personalised by each setting.</i>	Adults to role model good behaviour and when working in the environment to coach children on how to be a good friend, using manners, resolving conflicts.			
Assessment Checkpoint <i>i.e., a child on track will do this by the end of each term</i>	Begins to initiate conversations and/or play with peers. Begins to initiate conversations with adults. Demonstrates friendly behaviour and can usually share resources. Begin to show sensitivity to their own and others' needs	Initiates conversations with both peers and adults Take turns with others with growing independence. Show an awareness of which adults to turn to for help in different situations	Early Learning Goal Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	