

Reception Class: Personal, Social and Emotional Development (As a school we also use the Jigsaw Scheme or work to teach PSED)

Intent: 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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Term 1			Term 2		
Books: Songs/rhymes: Vocab:			Books: Songs/rhymes: Vocab:		
Jigsaw – Being Me in My World - 'Who am I and how do I fit?			Jigsaw – Celebrating Differences - Respect for similarity and difference. Anti-bullying and being unique		
<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind 		
Self-Regulation	Managing Self	Building Relationships	Self-Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none"> Express their feelings and consider the feelings of others (ongoing). Identify and moderate their own feelings socially and emotionally (ongoing). Manage their own needs. - Personal hygiene (ongoing). 	<ul style="list-style-type: none"> See themselves as a valuable individual (ongoing). Show resilience and perseverance in the face of challenge (ongoing). Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity - sensible amounts of ‘screen time’ - healthy eating - having a good sleep routine – tooth brushing - being a safe pedestrian 	<ul style="list-style-type: none"> Build constructive and respectful relationships (ongoing). 	<ul style="list-style-type: none"> Think about the perspectives of others. 		<ul style="list-style-type: none"> Build constructive and respectful relationships (ongoing).
Term 3			Term 4		
Books: Songs/rhymes: Vocab:			Books: Rhymes/rhymes: Vocab:		
Jigsaw – Dreams & Goals - Aspirations, how to achieve goals and understanding the emotions that go with this			Jigsaw – Healthy Me - Being and keeping safe and healthy		
<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> I understand that I need to exercise to keep my body healthy 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 can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me 		

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Self-Regulation	Managing Self	Building Relationships	Self-Regulation	Managing Self	Building Relationships
Term 5 (ELG)			Term 6 (ELG)		
Books: Songs/rhymes: Vocab:			Books: Songs/rhymes: Vocab:		
<p style="text-align: center;">Jigsaw – Relationships - Building positive, healthy relationships</p> <ul style="list-style-type: none"> 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 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 style="text-align: center;">Jigsaw – Changing Me - Coping positively with change</p> <ul style="list-style-type: none"> 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 memories of the best bits of this year in Reception 		
<p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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 style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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 style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> 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.