

# Personal, Social and Emotional Development Reception - Long Term Plan








## Statutory Guidance from the EYFS Framework for 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.

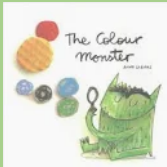






Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

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.



	<u><b>Autumn 1</b></u> 	<u><b>Autumn 2</b></u> 	<u><b>Spring 1</b></u> 	<u><b>Spring 2</b></u> 	<u><b>Summer 1</b></u> 	<u><b>Summer 2</b></u> 
<b>Themes</b>	Me and my body Family New beginnings What makes me special? My Special People Who can help me? Same and different homes		Traditional tales/Stories/Pantomime	Growing up – babies - generations – family tree Human life stage – who will I be? Health inc. oral health – famous 5 needs – Mental health week Caring for our world- classroom/environment Planting/Gardening	Life cycles – Frog/butterfly/plant/sunflowers Local Area – Local visits Maps/journeys People who help us Keeping safe online	Summer holidays (past and present) Hot places Mermaids Pirates Keeping my Body Safe
<b>Celebrations &amp; Experiences</b> 	Autumn Class rules and routines – Class Charter Starting School Teddy Bears Hedgehogs	Harvest – Pumpkins Remembrance Day Halloween Bonfire Night Christmas Around the World Celebrations including Diwali	Winter Valentine's Day, Lunar New Year / Chinese New Year NSPCC Numbers day Safer Internet Day	Spring Pancake Day World Book Day Mother's Day Easter Marwell zoo visit Animals- Mill farm visit School Chicks	St George's Day Outdoors Gardening	Father's Day Sports Day Transitions Assessment
<b>UNICEF Bear</b>	<b>Article 42</b> - knowing your rights as a child <b>Article 7</b> to be cared for by their parents <b>Article 8</b> protection of identity <b>Article 9</b> separation from parents		<b>Article 7</b> name and identity <b>Article 24</b> care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.		<b>Article 41</b> country provide better protection of your rights than the articles in this Convention, those laws should apply. <b>Article 40</b> legal help and fair treatment in a	

	<p><b>Article 15</b> own friends and join or set up groups, as long as it isn't harmful to others.</p> <p><b>Article 16</b> right to privacy</p> <p><b>Article 18</b> to be raised by your parent(s) if possible.</p> <p><b>Article 21</b> adoption safely</p> <p><b>Article 22</b> refugee children</p> <p><b>Article 23</b> children with a disability</p> <p><b>Article 29</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>Article 30</b> You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special</p> <p><b>Article 31</b> relax and play</p>	<p><b>Article 27</b> food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p><b>Article 29</b> help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>Article 32</b> You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p> <p><b>Article 12</b> opinion, and for adults to listen and take it seriously.</p>	<p>justice system that respects your rights.</p> <p><b>Article 39</b> help if you've been hurt, neglected or badly treated.</p> <p><b>Article 37</b> No one is allowed to punish you in a cruel or harmful way.</p> <p><b>Article 38</b> protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p> <p><b>Article 36</b> protection from any kind of exploitation (being taken advantage of).</p> <p><b>Article 31</b> play and rest.</p> <p><b>Article 33</b> protection from harmful drugs and from the drug trade.</p> <p><b>Article 27</b> food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p><b>Article 24</b> best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>
<p>Suggested Texts</p>			
<p>Suggested online PDF Twinkl</p>			

<b>Colour Monster</b> 	<b>Colour:</b> Blue <b>Feeling:</b> Sad <b>Other vocabulary:</b> Upset, sadness, unhappy, feeling blue, miserable, down, tearful, grief <b>What might help:</b> Conversation, adult labelling, cuddles, distraction, offering solutions, singing, music, favourite toy, comforter	<b>Colour:</b> Green <b>Feeling:</b> Calm <b>Other vocabulary:</b> Relaxed, chilled, peaceful, quiet, thoughtful, thankful, content <b>What might help:</b> Calming music, cosy, quiet areas, having discussions, secure attachments, seeing friends, storytelling, roll modelling, providing a stimulating activity	<b>Colour:</b> Grey <b>Feeling:</b> Scared <b>Other vocabulary:</b> Fear, afraid, lonely, worried, unsure, anxious, sad <b>What might help:</b> Calm, reassurance from adult, fidget toy, distraction, time alone, explanation, visuals, observation, modelling	<b>Colour:</b> Red <b>Feeling:</b> Angry <b>Other Vocabulary:</b> Cross, fed up, frustrated, fuming, angry, annoyed <b>What might help:</b> Space, calm, sensory room or toy, dark den, snug, conversation, finding solution, reassurance, cuddle, labelling and listening, distraction, time, waiting, cuddles	<b>Colour:</b> Yellow <b>Feeling:</b> Happy <b>Other vocabulary:</b> Excited, cheerful, smiley <b>What might help:</b> Talk about the emotion, share emotion, explain to peers	<b>Colour:</b> Pink <b>Feeling:</b> Love <b>Other vocabulary:</b> Loving, happy, warm, friendly <b>What might help:</b> Calm music, secure attachments to others, being with people, cuddle
<b>Behaviour Learning Characters</b>	 <b>Resilient Tortoise</b>	 <b>Curious Cat</b>	 <b>Brave Spider</b>	 <b>Concentrating Caterpillar</b>	 <b>Reflective Ladybird</b>	 <b>Considerate Hedgehog</b>

## Personal, Social and Emotional Development - Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Expressing Feelings (Self-Regulation)</b>  <b>Intent Vocabulary Implementation</b>	Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. <i>Feelings, emotions, happy, sad, angry, good, bad.</i> <i>Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.</i>	Show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Identify how they are feeling on the emotions board. Beginning to express their feelings and consider the	Show pride in achievements by showing work to others. Understand how to take time to help with big feelings. <i>Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad.</i> <i>Adults giving children time to present any achievements and children knowing they can talk to their teachers</i>	Make choices and communicate what they need. Name people in school they can turn to if they help or are worried. <i>Choice, explain, say, worry, sad, help.</i> <i>Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel</i>	Initiate an apology where appropriate. Beginning to know that others may apologise in different ways to them. <i>Sorry, upset, sad, accident, help.</i> <i>Adults modelling apologies and explaining to children when an apology is necessary.</i>	Understand some strategies to deal with anger and frustration. Identify and moderate own feelings. Negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others <i>Emotion, feeling, happy, sad, frustration, explain,</i>

		<p>perspectives of others.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</p> <p>Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.</p>	<p>about the achievements they have made.</p>	<p>comfortable to talk about any concerns they may have.</p>		<p>why, turn taking, my turn, your turn.</p> <p>Adults providing children with a range of strategies to deal with anger and other emotions.</p>
<p>Managing behaviour (Self-Regulation)</p> <p>Intent Vocabulary Implementation</p>	<p>Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.</p> <p>Upset, sad, feeling, emotion, rules, safety.</p> <p>Adults supporting children who are upset. School behavioural expectations explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.</p>	<p>Begin to take turns and share resources. Tolerates delay when needs are not immediately met.</p> <p>Sharing, taking turns, my turn, your turn, patience, waiting.</p> <p>Adults modelling sharing, adults supporting children to share.</p>	<p>Understand the behavioural expectations of my school.</p> <p>Rules, following, behaviour (language related to the behaviours policy)</p> <p>Behaviour expectations are consistently shared with the class.</p>	<p>Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Listening, waiting, trusted adults, friend, friendship, safe, safety.</p> <p>Adults to model and explain why we listen and why it is important. Stories shared around listening.</p>	<p>Follows instructions, requests, and ideas in a range of situations.</p> <p>Listening, rules, following, safety (language relating to the behaviour policy)</p> <p>Adults giving children clear instructions in a range of situations to follow.</p>	<p>Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> <p>Independence, getting on, planning, changing, keeping on trying, reflecting,</p> <p>Challenges available to the class. A wide selection of provision available for children to choose between. Adults prompting children to explain their progress in their play.</p>
<p>Self-awareness, keeping healthy (Managing Self)</p> <p>Intent Vocabulary</p>	<p>Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p>	<p>Talks about what they are doing and why.</p> <p>Why, explain, language linked to provision and prior learning.</p> <p>Prompts to discuss what they are doing and give a reason why.</p>	<p>Takes pride in themselves, work, and achievements.</p> <p>Explains right from wrong and try to behave accordingly.</p> <p>Happy, proud, like, better, improve, good,</p>	<p>Happy to stand up in front of the class and share achievements with others. Know and talk about the different factors that support their overall health and wellbeing</p>	<p>Talk about their own abilities positively.</p> <p>Happy, good, like, proud, I can, better.</p> <p>Children given time to talk to adults or as a 'show and tell' to explain their achievements.</p>	<p>See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> <p>Individual, me, my, I can, happy, good, like, better.</p>



Implementation	<p>Like, dislike, rules, listening, safe, behaviour.</p> <p>Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.</p>		<p>bad, right, wrong, behave, rules, follow.</p> <p>Children given time to talk to adults or as a ‘show and tell’ to explain their achievements. Children discussing the rules and knowing right from wrong.</p>	<p>Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time.</p> <p>Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.</p>		<p>Discussions with adults on their achievements in Reception and how they have progressed since joining school.</p>
<p>Independence (Managing Self)</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Independently organises themselves in the morning e.g., book-bag in tray, coat on peg, water bottle on trolley, name card on board. Manages their own personal hygiene e.g., toileting. Follows 1 step instructions.</p> <p>Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.</p> <p>Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as “Get your bag”.</p>	<p>Independently chooses areas they would like to play in or resources they would like to use. Says when they need help. With some support can get dressed and undressed for PE sessions. Follows instructions with 2 parts.</p> <p>Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.</p> <p>Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.</p>	<p>Independently manages their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Talks about healthy and unhealthy foods.</p> <p>Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.</p> <p>Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.</p>	<p>Manages personal needs such as dressing and undressing. Begin to show persistence when faced with challenges. Knows how to be a safe pedestrian.</p> <p>Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening.</p> <p>Children being asked to independently dress themselves. Children given challenges in class.</p> <p>Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.</p>	<p>Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Follows directions with 3 parts</p> <p>Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that.</p> <p>Regular new activities introduced to the class.</p> <p>Discussions around resilience and perseverance.</p> <p>Discussions around road safety or a class walk.</p>	<p>Seeks out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p>Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, work out.</p> <p>Challenges in the classroom and during adult guided work.</p> <p>Discussions and lessons around keeping healthy.</p>
Collaboration (Managing Self)	Interested in others play and starting to	Begin to share and take turns.	Consider the listener and takes turns to	Knows it is important to work together to	Know it is important for all of us to keep	Takes account of the ideas of others about

<p><b>Intent</b></p> <p><b>Vocabulary</b></p> <p><b>Implementation</b></p>	<p>join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Play, join in, please, work together, friends, rules, behaviour policy specific vocabulary.</p> <p>Children playing adult guided games with each other so they can be introduced and learn names, Children taught the class rules and expectations.</p>	<p>Share, my turn, your turn, fair, behaviour policy specific vocabulary.</p> <p>Adults modelling how to share and take turns. Children prompted to share and take turns with each other.</p>	<p>listen and speak in different contexts. Identify kindness and considerate behaviour of others.</p> <p>Friend, peer, class, speak, listen, my turn, your turn, kind, nice.</p> <p>Adults modelling back and forth conversation. Discussions around kindness and what it is to be kind, books shared based on kindness.</p>	<p>look after our classroom resources and our school grounds. Keeps play going by cooperating, listening, speaking, and explaining.</p> <p>Reflect on the work of others and self-evaluate their own work.</p> <p>Friend, work together, take care, look after, play, talk, explain, like, dislike, review, why.</p> <p>Children prompted to follow the class rules, children given lots of opportunities to play, adults modelling reflecting on their own work and others work and prompting children to do this too.</p>	<p>safe when using and transporting tools, equipment, and resources.</p> <p>Safe, tools, fingers, care, silly, sensible.</p> <p>Reminders on how to transport tools safely.</p>	<p>how to organise and activity. Shows sensitivity to others' needs and feelings.</p> <p>Listen, why, what, when, next, sad, happy, feel better, play.</p> <p>Lots of discussions and stories around feelings and other's needs.</p>
<p><b>Social skills</b></p> <p><b>(Building Relationships)</b></p> <p><b>Intent</b></p> <p><b>Vocabulary</b></p> <p><b>Implementation</b></p>	<p>Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.</p> <p>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</p> <p>Giving children lots of opportunities to talk during carpet time,</p>	<p>Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p> <p>Friend, class, teachers, help, please, talk, conversation.</p> <p>Adults modelling respectful conversations, adults building positive relationships so children</p>	<p>Seek others to share activities and experiences.</p> <p>Talk, friends, friend names, play, classroom area names.</p> <p>Children provided with lots of opportunities to play with others and make friends with other children.</p>	<p>Use language to negotiate, play and organise.</p> <p>I think, because, why, when, please, turns, next, shall we, pretend.</p> <p>Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.</p>	<p>Considerate the needs of others, beginning to respect a different point of view and work together in collaboration.</p> <p>Do you, like, dislike, your turn, my turn, minutes, shall we.</p> <p>Stories around considering others, prompts to share, collaborate with other children if necessary.</p>	<p>Resolves conflict and is able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p>Your turn, my turn, you can have it, share, sad, happy, friend.</p> <p>Stories around conflict, responsibility,</p>

	group tasks, playing, and general discussions. Conversations modelled by adults.	feel comfortable to ask for help.				individuality and needs of others.
<p>Communication (Building Relationships)</p> <p>Intent Vocabulary Implementation</p>	<p>All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Teacher, peer, friends, class, nicely, turn taking, having a go.</p> <p>Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too. Adults using specific facial expressions to convey emotions for children to see as well as using appropriate language and vocabulary that they would like for the children to also use. Adults will model positive engagements.</p>					