



## Reception Class: Personal, Social and Emotional Development (As a school we use the Jigsaw Scheme )

**Intent / Educational Programme:** 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.

Skills & Knowledge			
Self-Regulation		Managing Self	Building Relationships
<ul style="list-style-type: none"><li>• Have high expectations for children following instructions, with high levels of support when necessary.</li><li>• Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li><li>• Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</li><li>• Undertake specific activities that encourage talk about feelings and their opinions.</li><li>• Help children to set own goals and to achieve them.</li><li>• Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</li><li>• Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</li><li>• Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li></ul>		<ul style="list-style-type: none"><li>• Offer constructive support and recognition of child’s personal achievements.</li><li>• Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</li><li>• Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</li><li>• Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li><li>• Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</li><li>• Model practices that support good hygiene, such as insisting on washing hands before snack time.</li><li>• Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</li><li>• Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</li><li>• Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</li><li>• Talk with children about exercise, healthy eating and the importance</li><li>• of sleep.</li><li>• Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</li><li>• Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</li></ul>	<ul style="list-style-type: none"><li>• Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture.</li><li>• Take opportunities in class to highlight a child’s interests, showing you know them and about them.</li><li>• Make sure children are encouraged to listen to each other as well as the staff.</li><li>• Ensure children’s play regularly involves sharing and cooperating with friends and other peers.</li><li>• Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</li><li>• Allow children time in friendship groups as well as other groupings.</li></ul>
Development Matters	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs: Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of ‘screen time’; having a good sleep routine; being a safe pedestrian		
Assessment	<ul style="list-style-type: none"><li>• Can children follow instructions?</li><li>• Can children co-operate with each other and take turns?</li><li>• Can children manage their own basic needs and hygiene?</li></ul>		
Vocabulary - Exercise, wash, brush teeth, toothbrush, tooth paste, brush hair, wash, bath, sleep, happy, sad, like/dislike, feelings, family, mum, dad, brother, sister, grandad, grandma, nan, cousins, home, park, home, visit, school, holiday, tablet, safe, rules			
Self-Regulation, Children at the expected level of development will:		<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li><li>• 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.</li></ul>	
Managing Self, Children at the expected level of development will:		<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>	



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<b>Building Relationships, Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>					
Term 1			Term 2		
<p style="text-align: center;">Jigsaw – Being Me in My World - 'Who am I and how do I fit?</p> <ul style="list-style-type: none"> <li>• I understand how it feels to belong and that we are similar and different</li> <li>• I can start to recognise and manage my feelings</li> <li>• I enjoy working with others to make school a good place to be</li> <li>• I understand why it is good to be kind and use gentle hands</li> <li>• I am starting to understand children's rights and this means we should all be allowed to learn and play</li> <li>• I am learning what being responsible means</li> </ul>			<p style="text-align: center;">Jigsaw – Celebrating Differences - Respect for similarity and difference. Anti-bullying and being unique</p> <ul style="list-style-type: none"> <li>• I can identify something I am good at and understand everyone is good at different things</li> <li>• I understand that being different makes us all special</li> <li>• I know we are all different but the same in some ways</li> <li>• I can tell you why I think my home is special to me</li> <li>• I can tell you how to be a kind friend</li> <li>• I know which words to use to stand up for myself when someone says or does something unkind</li> </ul>		
<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others (ongoing).</li> <li>• Identify and moderate their own feelings socially and emotionally (ongoing).</li> <li>• Manage their own needs. - Personal hygiene (ongoing).</li> </ul>	<b>Managing Self</b> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual (ongoing).</li> <li>• Show resilience and perseverance in the face of challenge (ongoing).</li> <li>• <b>Know and talk about the different factors that support their overall health and wellbeing (on going)</b></li> <li>• -regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine – tooth brushing - being a safe pedestrian (on going)</li> </ul>	<b>Building Relationships</b> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships (ongoing).</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Think about the perspectives of others. (on going)</li> </ul>	<b>Managing Self</b>	<b>Building Relationships</b> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships (ongoing).</li> </ul>
Term 3			Term 4		
<p style="text-align: center;">Jigsaw – Dreams &amp; Goals - Aspirations, how to achieve goals and understanding the emotions that go with this</p> <ul style="list-style-type: none"> <li>• I understand that if I persevere I can tackle challenges</li> <li>• I can tell you about a time I didn't give up until I achieved my goal</li> <li>• I can set a goal and work towards it</li> <li>• I can use kind words to encourage people</li> <li>• I understand the link between what I learn now and the job I might like to do when I'm older</li> <li>• I can say how I feel when I achieve a goal and know what it means to feel proud</li> </ul>			<p style="text-align: center;">Jigsaw – Healthy Me - Being and keeping safe and healthy</p> <ul style="list-style-type: none"> <li>• I understand that I need to exercise to keep my body healthy</li> <li>• I understand how moving and resting are good for my body</li> <li>• I know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>• I know how to help myself go to sleep and understand why sleep is good for me</li> <li>• I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</li> <li>• I know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>		
<b>Self-Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>	<b>Self-Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>



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Term 5 (ELG)			Term 6 (ELG)		
<p>Jigsaw – Relationships - Building positive, healthy relationships</p> <ul style="list-style-type: none"> <li>I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>I know how to make friends to stop myself from feeling lonely</li> <li>I can think of ways to solve problems and stay friends</li> <li>I am starting to understand the impact of unkind words</li> <li>I can use Calm Me time to manage my feelings</li> <li>I know how to be a good friend</li> </ul>			<p>Jigsaw – Changing Me - Coping positively with change</p> <ul style="list-style-type: none"> <li>I can name parts of the body</li> <li>I can tell you some things I can do and foods I can eat to be healthy</li> <li>I understand that we all grow from babies to adults</li> <li>I can express how I feel about moving to Year 1</li> <li>I can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>I can share my memories of the best bits of this year in Reception</li> </ul>		
<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>