



Horsley Church of England Primary School: 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Themes/Interests	Happy to be me (All about Me) Jurassic Park	Jurassic Park Royal Patrons (Queen Victoria & Queen Elizabeth II) Come and Join the Celebration	Under the Sea	Never Eat Shredded Wheat (Geography)	Let’s Play	No Place like Home
Cycle B Themes/Interests	Tell us a story/ Happily ever after Jurassic Park	Jurassic Park Ticket to Ride The Spirit of Christmas	Come fly with me (Arctic Circle)	If you go down into the Woods...	Unity in the Community	Light up the World
Celebrations	Harvest Festival	Bonfire Night Anti-Bullying week Remembrance Advent Christmas	Chinese New Year Children’s Mental Health Week	Book Week World Book Day Pancake Day Mother’s Day Easter	Pentecost	Father’s Day Sports Day
Cycle A Suggested Texts	Funny Bones Helping Hands Goldilocks Dinosaur Alas Tog and Leftover	Dinosaur Bones Dinosaur Atlas Victorian Children at Work Victorian schools & children	Fidgerty Fish The Rainbow Fish Looking at animals in the	Seasons Winter Weather, Rain and Us The Easter Story	Dogger The Three Little Pigs Suddenly	Tudor Homes Farmer Duck Dilly and Dibs This is the bear

		Santa Claus Christmas Carol	Ocean			
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Cycle B Suggested Texts	Snow White and the Seven Dwarfs Cinderella Dinosaur Atlas	Dinosaur Atlas Tog and Leftover Mr. Gumpy's Outing My Christmas Stocking Santa Claus	Classic Poems 1 Rhymes around the World The Polar Bear Son The Arctic	Pinocchio The Tiny Seed Goldilocks and the Three bears	We're going on a bear hunt Not Now Bernard	The Owl who was afraid of the dark Seasons Weather, Sun and Us This is the Bear and the Picnic Lunch
The Reception Year provides the foundation for communication and language skills children will build upon in Year one.	In Y1-6 children continue to build on their personal, social and emotional skills developed in the Early Years Foundation Stage. Children will develop a further understanding of being special, being a part of the class, being responsible for themselves including possible consequences and rewards for their actions. They will learn about friendships, making new friends and look further into what bullying is and what to do if they suspect someone is being bullied. They will continue to develop their knowledge of the world and the different people in it and celebrating these differences. Children will build on their knowledge of keeping healthy, making healthy life choices, how to be clean and keep clean as well as how to stay safe including road safety.					

	Autumn 1 Cycle A – Being Safe Cycle B – Being Responsible	Autumn 2 Cycle A – Difference & Diversity Cycle B – Being Me	Spring 1 Cycle A – Bullying Matters Cycle B – Being Healthy	Spring 2 Cycle A – Money Matters Cycle B – Exploring Emotions	Summer 1 Cycle A – Drug Education Cycle B - Changes	Summer 2 Cycle A – Relationships Cycle B – Growing Up
Ongoing personal, social and emotional skills developed throughout the year	<ul style="list-style-type: none"> • Learning and using new vocabulary in a range of contexts using the Derbyshire PSHE Matters curriculum and vocabulary list. • Using new vocabulary in conversations and discussions – with teachers and peers. • Learning about emotions and self-regulation - what this means and what we can do to calm down. • Understand about attachment – Attachment aware school. • View themselves as a valuable individual – recognising their strengths. • Express their feelings and develop respect and awareness of the feeling of others. Show resilience when faced with a challenge. • Circle time opportunities for listening, expressing feelings and emotions. 					
Self-Regulation Intent Vocabulary Implementation	Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. Welcome distractions when	Show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts.	Show pride in achievements by showing work to others. Understand how to take time to help with big feelings.	Make choices and communicate what they need. Name people in school they can turn to if they help or are worried.	Initiate an apology where appropriate. Beginning to know that others may apologise in different ways to them. Follows	Understand some strategies to deal with anger and frustration. Identify and moderate own feelings. Negotiate with others to solve

	<p>upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.</p> <p>Feelings, emotions, happy, sad, angry, good, bad, rules, safety.</p> <p>Read books focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school. Zones of Regulation. 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. Kind hands,</p>	<p>Identify how they are feeling on the emotions board. Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Tolerates delay when needs are not immediately met.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions, sharing, taking turns, my turn, your turn, patience, waiting.</p> <p>Read books around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings. Adults modelling sharing,</p>	<p>Understand the behavioural expectations of my school.</p> <p>Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad, rules, following, behaviour (language related to the behaviour policy).</p> <p>Adults giving children time to present any wow moments. photos and films and children knowing they can talk to their teachers about the achievements they have made. Behaviour expectations are consistently shared with the class. Children's Mental Health week.</p>	<p>Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Choice, explain, say, worry, sad, help, listening, waiting, trusted adults, friend, friendship, safe, safety.</p> <p>Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have. Adults to model and explain why we listen and why it is important. Stories shared around listening.</p>	<p>instructions, requests, and ideas in a range of situations.</p> <p>Sorry, upset, sad, accident, help, listening, rules, following, safety (language relating to the behaviour policy).</p> <p>Adults modelling apologies and explaining to children when an apology is necessary. Adults giving children clear instructions in a range of situations to follow.</p>	<p>problems and take steps to resolve conflict and think about the perspectives of others. Engage in challenges and take responsibility for their own learning. Plan, do and review own progress.</p> <p>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, independence, getting on, planning, changing, keeping on trying, reflecting.</p> <p>Adults providing children with a range of strategies to deal with anger and other emotions. Challenges available to the class. A wide selection of provision available for children to</p>
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	feet and mouth rule of class.	adults supporting children to share.				choose between. Adults prompting children to explain their progress in their learning.
Managing Self Intent Vocabulary Implementation	<p>Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour. Independently organises themselves in the morning e.g., book-bag in box, coat on peg, water bottle in tray, name card on tree. Manages their own personal hygiene e.g., toileting. Follows 1 step instructions. Like, dislike, rules, listening, safe, behaviour, get, book bag, water bottle, coat, timetable, toilet, wiping, listening, play, join in, please,</p>	<p>Talks about what they are doing and why. Independently chooses areas they would like to learn 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. Begin to share and take turns.</p> <p>Why, explain, language linked to provision and prior learning, play, playing, area names of the classroom, help, please, thank you, dress, undress, clothing names,</p>	<p>Takes pride in themselves, work, and achievements. Explains right from wrong and try to behave accordingly. Independently manages their own needs; eating, and drinking and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Talks about healthy and unhealthy foods. Consider the listener and takes turns to listen and speak in different contexts. Identify kindness and considerate behaviour of others.</p>	<p>Happy to stand up in front of the class or school and share achievements with others. Know and talk about the different factors that support their overall health and wellbeing. Manages personal needs such as dressing and undressing. Begin to show persistence when faced with challenges. Knows how to be a safe pedestrian. Knows it is important to work together to look after our classroom resources and our school grounds. Keeps play going by</p>	<p>Talk about their own abilities positively. 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. Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p>	<p>See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms. 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. Understands their private parts are private and to say no if someone asks to look at them. Takes account of the ideas of others about how to organise and</p>

	<p>thank you, work together, friends, rules, behaviour policy specific vocabulary.</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. Visual and verbal reminders to organise themselves.</p> <p>Reminders to use the toilet, although children should be going independently but may need some verbal support.</p> <p>Adults giving children simple and clear 1 step instructions such as “Get your bookbag”. Children playing adult</p>	<p>listening, next, share, my turn, your turn, fair, behaviour policy specific vocabulary.</p> <p>Prompts to discuss what they are doing and give a reason why.</p> <p>Children given the choice to learn 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. Adults modelling how to share and take turns. Children prompted to share and take turns with each other. Anti-Bullying week activities.</p>	<p>Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow, toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food, friend, peer, class, speak, listen, my turn, your turn, kind, nice.</p> <p>Children given time to talk to adults or class to explain their wow moments and chatterbox.</p> <p>Children discussing the rules and knowing right from wrong. 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. Adults modelling</p>	<p>cooperating, listening, speaking, and explaining.</p> <p>Reflect on the work of others and self-evaluate their own work.</p> <p>Chatterbox, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time, dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening, friend, work together, take care, look after, play, talk, explain, like, dislike, review, why.</p> <p>Children being asked to independently dress themselves.</p> <p>Children given challenges in class.</p> <p>Children having to explain how to be safe on roads and paths.</p>	<p>Happy, good, like, proud, I can, better, like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that, safe, tools, fingers, care, silly, sensible.</p> <p>Children given time to talk to adults or to explain their achievements.</p> <p>Regular new activities introduced to the class. Discussions around resilience and perseverance.</p> <p>Reminders on how to transport tools safely.</p> <p>Recognising that medicines as drugs.</p>	<p>activity. Shows sensitivity to others’ needs and feelings.</p> <p>Individual, me, my, I can, happy, good, like, better.</p> <p>Challenge, harder, next level, healthy, food groups, fats, sugar, dairy, food names, physical activity, exercise, listen, why, what, when, next, sad, happy, feel better, play.</p> <p>Discussions with adults on their achievements in Reception and how they have progressed since joining school and produce something to add to their school report.</p> <p>Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.</p>
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	<p>guided games with each other so they can be introduced and learn names, Children taught the class rules and expectations. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.</p>		<p>back and forth conversation. Discussions around kindness and what it is to be kind, books shared based on kindness.</p>	<p>Independently dress themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths when walking in the village. 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>Lots of discussions and stories around feelings and other's needs that have been identified and changes that happen to their body as they grow.</p>
<p>Building Relationships</p> <p>Intent Vocabulary Implementation</p>	<p>Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children. All areas are interconnected,</p>	<p>Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help. Friend, class, teachers, help,</p>	<p>Seek others to share activities and experiences. Talk, friends, friend names, play, classroom area names. Children provided with lots of opportunities to</p>	<p>Use language to negotiate, play and organise. I think, because, why, when, please, turns, next, shall we, pretend. Adults modelling negotiation, children supported</p>	<p>Consider the needs of others, beginning to respect a different point of view and work together in collaboration. Do you, like, dislike, your turn, my turn, minutes, shall we.</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</p>

	<p>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>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world, nicely, turn taking, having a go.</p>	<p>please, talk, conversation, nicely, turn taking, having a go.</p> <p>Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.</p> <p>Anti-Bullying week activities.</p>	<p>play with others and make healthy friendships with other children.</p> <p>Children’s Mental Health Week.</p>	<p>to negotiate and play. Lots of opportunities for children to explore and learn.</p>	<p>Stories around considering others, prompts to share, collaborate with other children if necessary.</p>	<p>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, individuality and needs of others.</p>
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	<p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too.</p> <p>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>					
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