**Leverington Primary Academy**

**Personal, Social and Emotional Development Long Term Plan 2023-2024**

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| **STATUTORY 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 |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Possible themes, interests, lines of enquiry** | My Family and MePeople Who Help UsNursery RhymesAutumnHarvest (Pumpkins) | Bonfire NightDiwaliChristmas around the World | WinterSpace | Growing and ChangingFarm animalsSpringPlants | Transport | SummerMinibeastsRockpools/SeasideLife cycles – butterflies, beans, sunflower |
| **Celebrations and experiences** | Harvest festival | DiwaliBonfire NightChildren In NeedFire service visitRemembrance DayChristmas | Chinese New YearValentine’s Day | World Book DayMothering SundayPancake DayEaster | Transport in our local area | Butterfly garden |
| **What we will cover** | Our classroom and school rules.How we will make our classroom a happy place to learn.My feelingsWhat to do if I am angry or upset | Teamwork and sharing, working together and waiting to take turns.How can I help my friends? | Including everyone: diversity within our school and the wider community | Healthy diets to help us grow, what we need to eat, how we look after ourselves and keep our bodies clean. | Doing things myself and helping others, developing independence.What can I do if I am worried? | Challenges: Moving to Year OneWhat do I do when things are hard?PerserveranceWho can help me at school? |
| **The Reception Year provides the foundations for many skills the children will build upon in Year 1.****Year 1 expectations** | Myself and my relationships: Beginning and belonging, my emotionsCitizenship: Working togetherZones of Regulation used throughout school | Citizenship: Diversity and CommunitiesHealthy and Safer Lifestyles: Digital lifestyles, managing safety and risk | Healthy and Safer Lifestyles: Relationships and Sex Education, healthy lifestyles |

****The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year…

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Self-Regulation****Express feelings** | * Aware of own feelings, can talk about feelings using words like ‘happy’, ‘sad’, and ‘angry’.
 | * Can show concern for others and show awareness of how their actions amy impact on others.
* Talk with others to solve conflicts.
* Develop appropriate ways of being assertive.
* Beginning to express their feelings and consider the perspective of others.
* Describe themselves in positive terms and talk about their own abilities.
* Know when they are upset about a situation and can explain why.
 | * Can show pride in achievements by showing work to others.
* Understand how to use different breathing exercises to help with big feelings.
* Show enthusiasm and excitement when engaged in certain activities.
 | * Can make choices and communicate what they need.
* Can name people in school that they can turn to if they are worried.
* Willingly express their feelings and know when they have been kind and considerate.
* Moderate their feelings when they are upset.
* Saying when they do and do not need help.
 | * Initiate an apology where appropriate.
* Beginning to know that others may deal with feelings in different ways to them.
 | * Identify and moderate their own feelings socially and emotionally.
* Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
* Give focussed attention to what the teacher says, responding appropriately and following instructions.
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| **Self-Regulation****Managing behaviour** | * Welcome distractions when upset.
* Understand behavioural expectations of the setting.
* Begin to understand why rules are important.
 | * Begin to take turns and share resources.
* Can usually tolerate delay when needs are not immediately met.
* Choose their own equipment that is necessary to complete a task.
* Be confident to talk about their needs and wants.
* Understand behavioural expectations of the setting.
 | * Understand and comply with behavioural expectations of the setting.
* Understand why listening is important
 | * Be confident to try new activities.
* Choose the resources they need for a given activity.
 | * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
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* Begin to regulate their behaviour accordingly.
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| **Managing self****Self-awareness****Independence****Collaboration** | * Being aware of own feelings, and knowing that some actions and words can hurt others’ feelings.
 | * Being confident to talk to other children when playing, and communicating freely about their home and community.
* Showing that they can stick with an activity, even if it is challenging.
* Selecting and using activities and resources, with help.
* Being outgoing towards unfamiliar people and being more confident in social situations.
* Showing confidence in asking adults for help.
 | * Welcoming and valuing praise for what they have done.
* Showing enthusiasm and excitement when anticipating and engaging in certain activities.
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* Showing enthusiasm and excitement when anticipating and engaging in certain activities.
* Being able to talk about a challenging task and be prepared to have a go.
* Willingly participate in a wide range of activities.
* Being confident in speaking in front of a small group.
* Showing resilience and perseverance in the face of a challenge.
 | * Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
* Explain the reasons for rules, know right from wrong and try to behave accordingly.
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* Explain the reasons for rules, know right from wrong and try to behave accordingly.
* Manage their own basic hygiene and personal needs.
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| **Building relationships** | * Playing in a group and extending and elaborating play ideas.
* Initiating play, offering opportunities for others to join in.
* Keeping play going by responding to what others are saying.
* Demonstrating friendly behaviour and forming good relationships with peers and adults.
 | * Learning to listen to one another and showing respect when doing so.
* Initiating conversations, attending to and taking account of what others say.
* Explaining own knowledge and understanding and asking appropriate questions of others.
* Taking steps to resolve conflicts with others.
 | * Listen to the ideas of others and begin to respond.
* Resolve conflicts with others, with some help.
 | * Building constructive and respectful relationships.
* Playing cooperatively with others and taking account of their ideas.
* Being happy to listen to others organisational ideas.
* Show sensitivity to others’ feelings.
* Form positive relationships with adults and other children.
 | * Work and play cooperatively and take turns with others.
* Form positive attachments to adults and friendships with peers.
* Show sensitivity to their own and others’ needs.
 | * Work and play cooperatively and take turns with others.
* Form positive attachments to adults and friendships with peers.
* Childrens Hands Circle Kid Handprint Baby Stock Vector (Royalty Free)  1377886394 | ShutterstockShow sensitivity to their own and others’ needs.
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