



Personal, Social and Emotional Development in Reception

| | Autumn | Spring | Summer |
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| Self-Regulation | <ul style="list-style-type: none"> • Come into school happily, say goodbye to our grown-ups and settle with support from our new teachers using simple strategies to manage separation (wave, hug, routine). • Learn and follow our classroom routines, showing good listening by following simple instructions and using kind hands and words. • Begin to manage our emotions, using calming strategies (deep breaths, quiet space) and staying calm when routines change. • Talk about our feelings using simple emotion words (happy, sad, worried, excited) and begin to recognise a wider range of feelings (angry, tired, scared, nervous), starting to talk about what helps us feel calm. | <ul style="list-style-type: none"> • Recognise and name a wider range of emotions in ourselves and others, and begin to explain why someone might feel that way. • Use simple calming strategies (deep breaths, taking a break, sensory tools, quiet space) and begin choosing these independently when we need them. • Show growing self-control, especially during exciting activities, by stopping, listening and following two-step instructions. • Solve small problems in our play, using words to explain what is wrong and what we need. • Show resilience when something goes wrong. | <ul style="list-style-type: none"> • Notice and talk about our feelings, explaining simple reasons for why we feel happy, worried, excited or frustrated, and beginning to read facial expressions and body language in others. • Choose and use calming strategies independently (deep breaths, quiet time, sensory tools, talking to an adult) when things feel tricky. • Stay focused for longer during learning and play, even with distractions, showing we are ready for Year 1 routines. • Manage challenges and disappointments calmly, understanding that mistakes help us learn and grow, and beginning to explain how we solved a problem or why something was successful. |
| Managing Self | <ul style="list-style-type: none"> • Choose what we want to do and have a go independently or with help when needed. • Look after our personal hygiene, including toileting, handwashing and cleaning ourselves properly. • Learn what our bodies need to stay healthy, including food, sleep, exercise and looking after our teeth. | <ul style="list-style-type: none"> • Show increasing independence in dressing, toileting and organising our belongings, needing fewer reminders. • Make healthy choices about food, movement, rest and hygiene, including preparing healthy snacks and talking about why they help our bodies. • Talk about keeping safe in different contexts (winter weather, outdoor equipment, road safety, simple online safety). | <ul style="list-style-type: none"> • Make sensible choices in our play and learning, showing independence and understanding how our choices affect others. • Talk about keeping healthy and safe, including sun safety, hydration, rest, outdoor safety, and healthy eating — choosing ingredients for healthy snacks. • Take responsibility for our belongings and routines, managing transitions calmly and preparing ourselves for Year 1 expectations. |

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| | <ul style="list-style-type: none"> Show responsibility for our belongings and resources, putting things away independently and using equipment safely. | <ul style="list-style-type: none"> Understand and follow school routines, knowing what to do next and why these routines help us learn and feel ready for the day. | <ul style="list-style-type: none"> Talk about what we are proud of and what we want to get better at next. |
| Building Relationships | <ul style="list-style-type: none"> Build friendly and respectful relationships with our new teachers and friends. Share resources and take turns, beginning to play cooperatively in small groups. Solve simple problems together with adult support and accept help when needed. Show empathy, noticing when friends need comfort or help and responding kindly. | <ul style="list-style-type: none"> Play cooperatively with all friends, not just close friends, making sure everyone feels welcome in our play. Use words to negotiate (“Can I have it after you?”). Resolve simple conflicts, using words to explain what we want or need, and asking an adult for help only when necessary. Show empathy, checking in with others (“Are you okay?”, “Do you want to play?”) and responding kindly to their feelings. Work together in small groups, taking turns, listening to others’ ideas, and showing bravery and perseverance when trying new games or activities. | <ul style="list-style-type: none"> Play cooperatively in more complex games, where different friends have different roles, sharing ideas and adapting play together. Solve disagreements using words, beginning to use simple conflict-resolution strategies independently and challenging unkind behaviour appropriately. Show empathy and kindness, reading facial expressions and body language, checking in with others and helping them feel included. Build and maintain positive friendships, inviting others to join our play, welcoming new friends and developing strategies to make new friendships as we prepare for Year 1. |
| Key Words & Phrases | Excited, worried, angry, nervous, tired, friend, help, listen, safe, walking feet, help me, I need, hungry, hurt | Frustrated, confused, calm, proud, surprised, unsure, routine, independent, tired, healthy / unhealthy, clean / dirty, noisy / quiet | Disappointed, overwhelmed, embarrassed, confident, frustrated, calm, proud, worried (used with reasons) I don’t like that, stop please, that hurt my feelings, you first / then me, fair choice, responsibility, organise, ready for Year 1, focus, concentrate, challenge, mistake / learn |
| How Adults Support Pupils in PSED | <ul style="list-style-type: none"> Build secure relationships to support children to settle and separate confidently. Model and talk through emotions (“You feel worried... that’s okay...”). Use visuals, routines and consistency to support understanding and regulation. Teach and model simple calming strategies (deep breaths, quiet space). Scaffold turn-taking and sharing during play. | <ul style="list-style-type: none"> Model and extend emotional language, helping children explain why they feel a certain way. Encourage children to choose and use calming strategies more independently. Support children to solve problems using talk (“What can we do?”). Model and scaffold negotiation language (“Can I have it after you?”). | <ul style="list-style-type: none"> Encourage children to independently manage emotions and explain their thinking. Model conflict resolution and gradually step back to allow independence. Support children to reflect on successes and challenges. Provide opportunities for leadership and responsibility in routines. |

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| | <ul style="list-style-type: none"> • Model kind language and behaviour (“Can I have a turn?”). • Support children to follow routines and expectations with clear guidance and reminders. • Praise effort, independence and positive behaviour to build confidence. | <ul style="list-style-type: none"> • Encourage children to reflect on behaviour and its impact on others. • Provide opportunities for independence in routines and self-care. • Reinforce expectations and help children understand why routines matter. • Praise resilience, cooperation and perseverance. | <ul style="list-style-type: none"> • Reinforce empathy and respectful interactions. • Encourage children to organise and lead their own play. • Prepare children for Year 1 by increasing expectations for independence and focus. • Use precise praise linked to independence, cooperation and resilience. |
| Experiences | <ul style="list-style-type: none"> • Settling routines and key person time • Feelings check-ins (emotion cards, mirrors) • Turn-taking games • Snack helpers and tidy-up routines • Role play (home, familiar routines) • Circle times about feelings • Simple group games • Calm/quiet spaces | <ul style="list-style-type: none"> • Cooperative play (building, small group tasks) • Role play (shops, families, everyday scenarios) • Problem-solving situations (“What shall we do?”) • Turn-taking games with less adult support • Snack routines with independence (pouring, choosing) • Discussions about feelings and friendships • Stories focused on kindness, fairness and emotions • Group activities requiring teamwork | <ul style="list-style-type: none"> • Group games with rules (team games, waiting turns) • Role play (real-life scenarios — school, travel, home) • Problem-solving challenges in play • Independent routines (self-care, transitions) • Team activities outdoors (shared tasks) • Circle times about change and transition • Reflection discussions (“What are you proud of?”) • Transition activities for Year 1 |
| By Summer, children will be ready for Year 1 because they can: | <ul style="list-style-type: none"> • Manage emotions with increasing independence • Follow multi-step routines • Work cooperatively in groups • Solve simple conflicts independently • Stay focused with distractions • Take responsibility for belongings and transitions | | |