

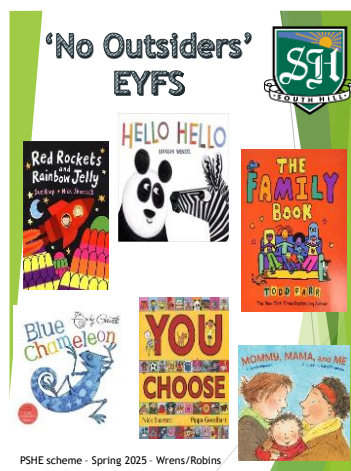
PSHE in Reception.

The DfE Statutory Framework (2023) for Early Years states that children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental for 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 a simple goal’s, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. All these attributes will support a successful transition into Reception where children feel settled and confident and ready to learn.

Following on from this guidance the Early Years Team at South Hill School have formulated a bespoke approach to meeting the personal, social, and emotional development of our children. This is because they recognise the importance of transitioning the children through circle time activities at the beginning of the academic year where they are learning to form relationships with their peers and at the end of the academic year when the children can talk openly about any of their fears or aspirations they may have when they leave Reception.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED To support the transition period from Nursery to Reception and support building friendships through circle time activities.	Friendship Project	No Outsiders	No Outsiders	Picture News	Picture News and circle time to prepare children for their transition to Year 1.

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PSHE scheme - Spring 2025 - Wrens/Robins