

# EYFS Personal, Social and Emotional Development Curriculum

<p><b>Over Arching Principles</b></p>	<ul style="list-style-type: none"> <li>• <b>A unique child:</b> Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured.</li> <li>• <b>Positive relationships:</b> Highlights that children learn to be strong and independent through positive relationships with adults and their peers.</li> <li>• <b>Enabling environments:</b> Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs.</li> <li>• <b>Learning and development:</b> Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning.</li> </ul>					
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>• <b>Finding out and exploring:</b> Children are curious about people, their environment, and events.</li> <li>• <b>Playing with what they know:</b> They use their experiences to create pretend scenarios and take on roles.</li> <li>• <b>Being willing to have a go:</b> They are motivated to start activities, take risks, and are not afraid of making mistakes.</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>• <b>Being involved and concentrating:</b> They stay focused on a task and are engaged in the activity.</li> <li>• <b>Persevering:</b> They keep trying when faced with difficulties and don't give up easily.</li> <li>• <b>Enjoying achievements:</b> They feel a sense of accomplishment when they succeed.</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>• <b>Having their own ideas:</b> They develop their own thoughts and concepts.</li> <li>• <b>Making links:</b> They connect ideas and see relationships between different things.</li> <li>• <b>Choosing ways to do things:</b> They develop and use their own strategies to achieve a goal.</li> </ul>					
<p><b>Core Vocabulary</b></p>	<p><b>Emotions &amp; Feelings</b> Happy Sad Angry Worried Excited Nervous Proud Frustrated Calm Scared Lonely Brave Kind Gentle</p>	<p><b>Social Interaction &amp; Friendship</b> Friend Share Turn-taking Help Join in Invite Include Fair Kind words Unkind words Solve Problem Support Encourage Respect</p>	<p><b>Self-Regulation &amp; Resilience</b> Feelings Strategy Calm down Breathe Try again Mistake Challenge Persevere Goal Success Failure Learn Think Reflect</p>	<p><b>Responsibility &amp; Independence</b> Job Tidy-up Belongings Classroom helper Care Choice Routine Visual aid Responsible Independent Safe Listen Follow</p>	<p><b>Respect &amp; Diversity</b> Different Same Special Unique Family Culture Beliefs Celebrate Similarities Differences Creature Habitat Care Protect</p>	<p><b>Safety &amp; Awareness</b> Stranger Safe Unsafe Danger Help Adult Trust Ask Tell Emergency Community Job Role</p>

# AUTUMN TERM - Link to NC PSHE

ELG  
AT THE END  
OF THE YEAR

## ELG Self-Regulation

Children at the expected level of development will: -

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- 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.

## ELG Managing Self

Children at the expected level of development will: -

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## ELG Building Relationships

Children at the expected level of development will

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.

# What we want the children to KNOW

Self  
Regulation

## 1. Kind Hands and Gentle Feet

- Understand what it means to use kind hands and gentle feet during play.
- Begin to regulate physical behaviour in shared spaces.
- Use language to describe safe and respectful play.

## 2. Managing Feelings

- Begin to identify and name feelings such as happiness, sadness, anger, and worry.
- Use words or gestures to express emotions appropriately.
- Begin to use strategies to manage feelings with adult support.

## 3. Understanding Good Manners

## 1. Expressing Concerns

- Know that adults will listen to their concerns.
- Begin to seek help or share worries with trusted adults.
- Use words to express needs and feelings confidently.

## 2. Self-Advocacy & Negotiation

- Begin to stick up for themselves respectfully when things don't go their way.
- Use negotiation strategies such as compromise, turn-taking, and asking for help.
- Show increasing confidence in resolving minor conflicts.

	<ul style="list-style-type: none"> <li>• Know what good manners are (e.g., saying please, thank you, waiting turn).</li> <li>• Begin to use polite language and gestures in everyday routines.</li> </ul>	
Managing self	<p><b>1. Dressing for Outdoors</b></p> <ul style="list-style-type: none"> <li>• Put on and take off outdoor clothing (e.g., coat, boots, hat) independently.</li> <li>• Begin to manage fastenings such as zips and buttons with increasing confidence.</li> <li>• Show pride in completing dressing tasks without help.</li> </ul> <p><b>2. Managing Belongings</b></p> <ul style="list-style-type: none"> <li>• Know where to place bags, bottles, and personal items in the classroom.</li> <li>• Begin to take responsibility for keeping belongings organised.</li> <li>• Follow routines for tidying up and preparing for transitions.</li> </ul> <p><b>3. Making Healthy Food Choices</b></p> <ul style="list-style-type: none"> <li>• Begin to distinguish between healthy and unhealthy foods.</li> <li>• Make personal choices at lunchtime based on preferences and understanding.</li> </ul> <p>Talk about why some foods help us grow strong and stay healthy.</p>	<p><b>1. Managing Daily Routines</b></p> <ul style="list-style-type: none"> <li>• Know and follow class routines for lunchtime independently.</li> <li>• Use the toilets hygienically, including flushing and washing hands.</li> <li>• Begin to take responsibility for personal care during transitions.</li> </ul> <p><b>2. Handwashing &amp; Teeth Brushing</b></p> <ul style="list-style-type: none"> <li>• Demonstrate correct handwashing steps (e.g., water, soap, scrubbing, rinsing, drying).</li> <li>• Show increasing independence in hygiene routines.</li> </ul>
Building Relationships	<p><b>1. Understanding Kindness</b></p> <ul style="list-style-type: none"> <li>• Know what it means to be kind and show kindness to others.</li> <li>• Begin to recognise kind actions in themselves and others.</li> <li>• Use kind words and gestures during interactions.</li> </ul> <p><b>2. Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Know that everyone is different and that differences are special.</li> <li>• Begin to talk about what makes themselves and others unique.</li> <li>• Show respect and curiosity about others' preferences and backgrounds.</li> </ul> <p><b>3. Belonging in the Classroom</b></p>	<p><b>1. Understanding Responsibility</b></p> <ul style="list-style-type: none"> <li>• Know what it means to be responsible (e.g., caring for belongings, helping others).</li> <li>• Begin to take responsibility for small tasks and classroom roles.</li> <li>• Show pride in being a helpful and reliable member of the group.</li> </ul> <p><b>2. Performing to an Audience</b></p> <ul style="list-style-type: none"> <li>• Perform confidently in a simple adult-structured presentation (e.g., class assembly, show-and-tell).</li> <li>• Use voice, expression, and body language to communicate clearly.</li> </ul> <p><b>3. Respecting Differences</b></p>

- Know that they are part of the class and that they belong.
- Begin to participate in group routines and shared responsibilities.

Show pride in being part of a learning community.

- Know that others may know different things and have different experiences.
- Begin to show respect for others' ideas and perspectives.
- Use language to acknowledge and celebrate differences.

## SPRING TERM - Link to NC PSHE

ELG  
AT THE END OF  
THE YEAR

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### ELG Managing Self

Children at the expected level of development will: -

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
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### ELG Building Relationships

Children at the expected level of development will

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.

## What we want the children to KNOW

Self  
Regulation

### 1. Problem Solving

- Articulate simple approaches to solving problems (e.g., "I'll try again," "Let's ask for help").
- Begin to use strategies to overcome small challenges independently.
- Reflect on what worked and what didn't.

### 2. Perseverance & Resilience

- Understand what it means to persevere with a challenge.
- Begin to keep going when something is tricky or unfamiliar.
- Share experiences of not giving up and working towards goals.

### 3. Learning from Mistakes

- Understand that making a mistake is okay and part of learning.

### 1. Problem Solving

- Articulate how to solve simple problems using words or actions.
- Begin to suggest solutions and test ideas with adult support.
- Reflect on what worked and what could be done differently.
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	<ul style="list-style-type: none"> <li>• Begin to talk about what they learned from a mistake.</li> <li>• Show willingness to try again after setbacks.</li> </ul> <p><b>4. Feeling Proud</b></p> <ul style="list-style-type: none"> <li>• Describe what it feels like to be proud of themselves or others.</li> <li>• Begin to recognise and celebrate their own achievements.</li> <li>• Share moments of success with peers and adults.</li> <li>•</li> </ul>	
Managing self	<p><b>1. Tidy-Up Time</b></p> <ul style="list-style-type: none"> <li>• Take part in tidy-up routines with care and consideration.</li> <li>• Use visual aids or labels to help return items to the correct place.</li> <li>• Begin to take responsibility for shared spaces and resources.</li> </ul>	<p><b>1. Tidy-Up Time</b></p> <ul style="list-style-type: none"> <li>• Take part in tidy-up routines with care and consideration.</li> <li>• Use visual aids or labels to help return items to the correct place.</li> <li>• Begin to take responsibility for shared spaces and resources.</li> </ul> <p><b>2. Stranger Awareness</b></p> <ul style="list-style-type: none"> <li>• Talk about what to do when a stranger approaches them.</li> <li>• Begin to understand the difference between safe and unsafe situations.</li> <li>• Use simple safety phrases and strategies with adult guidance.</li> </ul>
Building Relationships	<p><b>1. Working in a Group</b></p> <ul style="list-style-type: none"> <li>• Work in a small group on tasks such as turn-taking games.</li> <li>• Begin to listen to others and wait for their turn.</li> <li>• Show enjoyment in shared activities and cooperative play.</li> </ul> <p><b>2. Supporting Others</b></p> <ul style="list-style-type: none"> <li>• Use supportive phrases during the day to help and encourage friends.</li> <li>• Begin to recognise when others need help or reassurance.</li> </ul> <p>Show empathy and kindness in everyday interactions.</p>	<p><b>1. Working in a Group</b></p> <ul style="list-style-type: none"> <li>• Work in a small group on tasks such as turn-taking games.</li> <li>• Begin to listen to others, wait for their turn, and share ideas.</li> <li>• Show enjoyment in cooperative play and group challenges.</li> </ul> <p><b>2. Thinking About the Future</b></p> <ul style="list-style-type: none"> <li>• Think about jobs they would like to do when they are older.</li> <li>• Begin to talk about personal interests and how they relate to different roles.</li> <li>• Express curiosity about adult responsibilities.</li> </ul> <p><b>3. Community Roles</b></p> <ul style="list-style-type: none"> <li>• Talk about everyday jobs in the community and understand why they are important.</li> </ul>



- Begin to recognise how different people help us (e.g., doctors, shopkeepers, firefighters).
- Show respect and appreciation for community helpers.

## SUMMER TERM - Link to NC PSHE

ELG  
AT THE END OF THE  
YEAR

### ELG Self-Regulation

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### ELG Managing Self

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### ELG Building Relationships

Children at the expected level of development will

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- Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.

## What we want the children to KNOW

Self Regulation

### 1. Reading Emotions

- Read facial expressions and body language to understand how others feel.
- Extend vocabulary of emotions beyond basic terms (e.g., frustrated, excited, nervous).
- Begin to respond appropriately to others' emotional cues.

### 2. Managing Feelings

- Use strategies to manage their own feelings (e.g., breathing, talking, taking space).
- Begin to choose calming techniques independently.

### 1. Managing Feelings

- Use strategies to manage their feelings (e.g., breathing, talking, taking space).
- Begin to choose calming techniques independently.
- Talk about how they feel and why.

	<ul style="list-style-type: none"> <li>• Articulate reasons for success or failure in a challenge.</li> </ul> <p><b>3. Pride &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Describe what it feels like to be proud.</li> <li>• Reflect on personal achievements and challenges.</li> <li>• Begin to set simple goals and work towards them.</li> </ul>	
<p>Managing self</p>	<p><b>1. Classroom &amp; Home Jobs</b></p> <ul style="list-style-type: none"> <li>• Demonstrate that they can do jobs in the classroom (e.g., tidying, helping others).</li> <li>• Talk about jobs they do at home and why they are important.</li> <li>• Show pride in contributing to shared spaces.</li> </ul>	<p><b>1. Respecting Nature</b></p> <ul style="list-style-type: none"> <li>• Demonstrate respect towards creatures and their habitats.</li> <li>• Show care when interacting with living things.</li> <li>• Begin to understand how to protect the natural world.</li> </ul>
<p>Building Relationships</p>	<p><b>1. Turn-Taking &amp; Group Play</b></p> <ul style="list-style-type: none"> <li>• Engage in more complex and extended turn-taking games.</li> <li>• Begin to follow multi-step rules and routines in group activities.</li> <li>• Show enjoyment and cooperation in shared play.</li> </ul> <p><b>2. Making &amp; Maintaining Friendships</b></p> <ul style="list-style-type: none"> <li>• Build strategies to make new friends (e.g., asking to join in, sharing toys).</li> <li>• Seek out friends when feeling lonely or unsure.</li> <li>• Begin to solve friendship problems without adult help.</li> <li>• Use kind words and actions to show they are a good friend.</li> </ul> <p><b>3. Understanding Impact</b></p> <ul style="list-style-type: none"> <li>• Understand the impact of unkind words on others.</li> <li>• Begin to reflect on how their actions affect peers.</li> <li>• Show empathy and care in social situations.</li> </ul> <p><b>4. Respecting Others</b></p>	<p><b>1. Solving Friendship Problems</b></p> <ul style="list-style-type: none"> <li>• Begin to solve friendship problems without adult help.</li> <li>• Use words and actions to resolve minor disagreements.</li> <li>• Show growing independence in managing social challenges.</li> </ul> <p><b>2. Being a Good Friend</b></p> <ul style="list-style-type: none"> <li>• Show that they are a good friend through kind words and helpful actions.</li> <li>• Begin to recognise when others need support or encouragement.</li> <li>• Demonstrate empathy and care in everyday interactions.</li> </ul> <p><b>3. Understanding Impact</b></p> <ul style="list-style-type: none"> <li>• Understand the impact of unkind words on others.</li> <li>• Begin to reflect on how their behaviour affects peers.</li> <li>• Choose respectful language during play and conversation.</li> </ul> <p><b>4. Respecting Peers</b></p> <ul style="list-style-type: none"> <li>• Be more considerate and respectful of their peers.</li> <li>• Listen to others' ideas and take turns in conversation.</li> <li>• Begin to celebrate others' achievements and differences.</li> </ul>

- Be more considerate and respectful of their peers.
- Respect the differences between themselves and others.
- Talk positively about similarities and differences in families, cultures, and preferences.

#### **5. Respecting Nature**

- Demonstrate respect towards creatures and their habitats.
- Begin to understand how to care for living things.

Show curiosity and care in outdoor environments.

#### **5. Celebrating Differences**

- Respect the differences between themselves and others.
- Talk positively about similarities and differences in families, cultures, and preferences.
- Begin to show curiosity and appreciation for diversity.