



EYFS Nursery Personal, Social and Emotional Development Curriculum

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| <p>Over Arching Principles</p> | <ul style="list-style-type: none"> • A unique child: Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured. • Positive relationships: Highlights that children learn to be strong and independent through positive relationships with adults and their peers. • Enabling environments: Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs. • Learning and development: Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning. | | |
| <p>Characteristics of Effective Learning</p> | <p>Playing and exploring</p> <ul style="list-style-type: none"> • Finding out and exploring: Children are curious about people, their environment, and events. • Playing with what they know: They use their experiences to create pretend scenarios and take on roles. • Being willing to have a go: They are motivated to start activities, take risks, and are not afraid of making mistakes. <p>Active learning</p> <ul style="list-style-type: none"> • Being involved and concentrating: They stay focused on a task and are engaged in the activity. • Persevering: They keep trying when faced with difficulties and don't give up easily. • Enjoying achievements: They feel a sense of accomplishment when they succeed. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> • Having their own ideas: They develop their own thoughts and concepts. • Making links: They connect ideas and see relationships between different things. • Choosing ways to do things: They develop and use their own strategies to achieve a goal. | | |
| <p>Core Vocabulary</p> | <p>Friend, Share, Turn, Help, Kind, Happy, Sad, Angry, Calm, Together, Group, Key worker, Choice, Rules, Fair</p> | <p>Turn, Fair, Rule, Calm, Share, Friend, Help, Kind, Visitor, Listen, Choice, Safe, Together, Group</p> | <p>Friend, Group, Together, Share, Help, Kind, Respect, Visitor, Community, Decision, Choice, Emotion (happy, sad, angry, worried), Calm, Task</p> |

AUTUMN TERM - Link to NC PSHE

Development Matters 3-4 Milestones

Children show confidence in new social situations, play alongside others, begin to develop friendships, follow simple rules, and talk about feelings using words or gestures.

What we want the children to KNOW

Attachment and security: Forms a secure bond with key worker; seeks comfort appropriately.
 Independence in routines: Manages belongings (peg, bag, cloakroom) independently.
 Orientation: Knows which room/area to access on arrival.
 Choice making: Selects activities and begins to find needed resources.

Confidence with adults: More outgoing with familiar adults across the setting.
 Peer connection: Links with peers (e.g., hand-holding, co-travelling to play).
 Goal pursuit: Retrieves additional resources to achieve play goals.
 Early sharing: Begins to share/take turns with adult mediation.

SPRING TERM - Link to NC PSHE

Development Matters 3-4 Milestones

Children show confidence in new social situations, play alongside others, begin to develop friendships, follow simple rules, and talk about feelings using words or gestures.

What we want the children to KNOW

Rule following: Follows rules with visual/verbal prompts (tidy, safe hands).
 Turn taking: Takes turns with adult support; waits; passes items.
 Planning play: Chooses tools/materials aligned to a goal.
 Self-regulation start: Uses adult-guided calming (breathing, quiet corner).

Community safety: Follows simple safety rules on visits (holding hands, staying close).
 Spontaneous turn taking: Initiates turn taking without prompts.
 Fairness talk: Contributes to discussions about fairness and solutions.
 Emotional strategies: Begins to deploy named strategies to calm.

SUMMER TERM - Link to NC PSHE

Development Matters 3-4 Milestones

Children show confidence in new social situations, play alongside others, begin to develop friendships, follow simple rules, and talk about feelings using words or gestures.

What we want the children to KNOW

Autonomy with rules: Follows rules without reminders; accepts adult resolutions.
Voice and contribution: Listens/talks to visitors; helps decide room layout/resources.
Collaborative play: Extends ideas with peers; negotiates roles.
Self-calming: Uses strategies spontaneously (e.g., "I need a quiet space").

Helping others: Completes helpful tasks on request (e.g., snack prep).
Emotional literacy: Describes feelings of characters/friends using adjectives.
Resilience: Persists through minor setbacks in group play.
Respect and care: Demonstrates care for resources/living things consistently.