



EYFS Reception Personal, Social and Emotional Development Curriculum

<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>Emotions & Feelings Happy Sad Angry Worried Excited Nervous Proud Frustrated Calm Scared Lonely Brave Kind Gentle</p>	<p>Social Interaction & Friendship Friend Share Turn-taking Help Join in Invite Include Fair Kind words Unkind words Solve Problem Support Encourage Respect</p>	<p>Self-Regulation & Resilience Feelings Strategy Calm down Breathe Try again Mistake Challenge Persevere Goal Success Failure Learn Think Reflect</p>	<p>Responsibility & Independence Job Tidy-up Belongings Classroom helper Care Choice Routine Visual aid Responsible Independent Safe Listen Follow</p>	<p>Respect & Diversity Different Same Special Unique Family Culture Beliefs Celebrate Similarities Differences Creature Habitat Care Protect</p>	<p>Safety & Awareness 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"> • Know what good manners are (e.g., saying please, thank you, waiting turn). • Begin to use polite language and gestures in everyday routines. 	
Managing self	<p>1. Dressing for Outdoors</p> <ul style="list-style-type: none"> • Put on and take off outdoor clothing (e.g., coat, boots, hat) independently. • Begin to manage fastenings such as zips and buttons with increasing confidence. • Show pride in completing dressing tasks without help. <p>2. Managing Belongings</p> <ul style="list-style-type: none"> • Know where to place bags, bottles, and personal items in the classroom. • Begin to take responsibility for keeping belongings organised. • Follow routines for tidying up and preparing for transitions. <p>3. Making Healthy Food Choices</p> <ul style="list-style-type: none"> • Begin to distinguish between healthy and unhealthy foods. • Make personal choices at lunchtime based on preferences and understanding. <p>Talk about why some foods help us grow strong and stay healthy.</p>	<p>1. Managing Daily Routines</p> <ul style="list-style-type: none"> • Know and follow class routines for lunchtime independently. • Use the toilets hygienically, including flushing and washing hands. • Begin to take responsibility for personal care during transitions. <p>2. Handwashing & Teeth Brushing</p> <ul style="list-style-type: none"> • Demonstrate correct handwashing steps (e.g., water, soap, scrubbing, rinsing, drying). • Show increasing independence in hygiene routines.
Building Relationships	<p>1. Understanding Kindness</p> <ul style="list-style-type: none"> • Know what it means to be kind and show kindness to others. • Begin to recognise kind actions in themselves and others. • Use kind words and gestures during interactions. <p>2. Celebrating Differences</p> <ul style="list-style-type: none"> • Know that everyone is different and that differences are special. • Begin to talk about what makes themselves and others unique. • Show respect and curiosity about others' preferences and backgrounds. <p>3. Belonging in the Classroom</p>	<p>1. Understanding Responsibility</p> <ul style="list-style-type: none"> • Know what it means to be responsible (e.g., caring for belongings, helping others). • Begin to take responsibility for small tasks and classroom roles. • Show pride in being a helpful and reliable member of the group. <p>2. Performing to an Audience</p> <ul style="list-style-type: none"> • Perform confidently in a simple adult-structured presentation (e.g., class assembly, show-and-tell). • Use voice, expression, and body language to communicate clearly. <p>3. Respecting Differences</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

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What we want the children to KNOW

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



- 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

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

- 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.