

Personal, Social and Emotional Learning in EYFS:

What PSHE Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE. The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Below is the typical progression to developmental objectives that are used to support children's Personal, Social and Emotional Development

| PSHE | | |
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| Little Explorers | Making Relationships | <ul style="list-style-type: none"> • Children will begin to feel safe and secure when leaving their adult and build relationships with familiar adults in the setting • Introducing key workers • Children can confidently explore their environment and will engage in an activity of their own choosing and begin to play alongside others who are engaged in a similar activity eg- home corner making 'tea' • Children will show an awareness of others and will try to join in play by engaging in a game of chase, offering a toy or rolling a ball • Children will begin to follow others or may take a child by their hand to play alongside them, however they may respond with 'no' if they don't want to leave their own chosen activity • As the children become more aware of the adults and children in the setting, they will feel happy and confident to leave their own adult. Children will feel safe to explore new activities and challenges because they know a familiar adult is supporting and encouraging them. • Children are beginning to have a special friend who they are happy to play and share experiences with. Children enjoy being together and may choose to sit together or offer a toy too. |
| | Sense of Self | <ul style="list-style-type: none"> • Children will be able to respond to their name. • Children begin to recognise their own face on their coat peg or their star for self registration. • During provision the children will begin to explore their environment freely and find an activity of their choosing and engage in play. • Children will demonstrate self-confidence and will engage confidently in play in an activity of their |

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| | | <ul style="list-style-type: none"> choosing • Children will experiment with making sounds and realise that their voices or actions can gain attention • Through provision and focused activities the children will show an awareness of themselves, respond to their name and begin to show an awareness of facial features and some body parts • (Wellcomm activities) • Children are able to play at an activity of their choosing and begin to share their own ideas and thinking during play. Children will show a growing sense of independence and try to do things for themselves such as putting on an apron for painting, peeling their own fruit and by being the Helping Hand at snack. • |
| | Understanding Emotions | <ul style="list-style-type: none"> • Children will begin to develop an understanding of their own feelings and needs and with support will seek comfort from a familiar adult EG - Will accept comfort and support from their key person and cooperate with caregiving experiences. • Children will feel more confident in seeking out a familiar adult to share an achievement or comfort • (Children will learn about feelings such as being kind and sharing through short stories) • Children will begin to have an understanding of the daily routine and will follow some simple rules with support from a familiar adult and visual timetable. • Children will have a greater understanding of their routine and expectations. They may join in with the song for 'circle time' and demonstrate being able to listen and focus on adult led activities for short periods of time (Adult will use Bucket Time and visuals drawn on a whiteboard to show the now and next) • Children are beginning to show an awareness of how others are feeling and with support may try to offer comfort or seek out an adult to offer support • Children are beginning to understand that some actions can hurt or harm others and are not nice. Children have been learning about 'kind hands' and 'sharing is caring' that have been modelled through play by adults. • Children may use these phrases themselves showing an awareness of how others are feeling. |
| Nursery | Making Relationships | <ul style="list-style-type: none"> • Children separate from their caregivers on arrival and find a familiar adult. • Children are beginning to ask the adults for help e.g. putting on their coats or with help pulling up trousers. • Children are beginning to cooperate with the daily routines without saying no or becoming upset e.g. directed learning. • Children will play with a friend who is engaged in the same activity e.g. making dinner or a cup of tea in the role play. • Children begin to understand that others have different ideas/needs from themselves e.g. a child sits in front of the teacher when reading. • Children show concern for their friends and family by offering them a familiar toy to play with or a soothing cuddle. • Children are confident to play alone, alongside and with |

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| | | <p>others and can invite others to join them.</p> <ul style="list-style-type: none"> • Seeks out the company of adults and children to share their ideas, experiences and ideas e.g. I like the trains, do you? Shall we make a track together? • Children begin to replicate the language of adults modelled e.g. Thank you/your welcome/please can I have.. • Children show consideration for others needs and have more impulse control e..g sharing a toy, asking to have a turn. • Children show consideration for others needs and have more impulse control e..g sharing a toy, asking to have a turn. • Children are beginning to practise some negotiation and compromise skills to resolve conflict with adult support. |
| | Sense of Self | <ul style="list-style-type: none"> • Children are able to make a choice about where they would like to learn e.g. role play/construction during CP. • Children are beginning to find their own photograph to hang up their coat/bag. name for snack time. • Children are beginning to identify boys/girls e.g. he/she and identify their similarities/differences in appearance/ability and cultural experiences e.g. Diwali/Halloween/Christmas. • Children are able to make their own choices based on their preferences and discuss their own ideas. • Children explore others' viewpoints through play and are willing to try new things and talk about their experiences. • Children learn their actions have consequences that can be positive and negative e.g. thinking time/stickers. • Children can identify similarities and differences between themselves and their friends and is able to talk about their friends and key worker groups. • Children can listen to others say 'well done' or 'I don't like that' without getting upset or by feeling proud of themselves. • Children feel a sense of belonging to their nursery class and key worker group and involve themselves in the daily routines. • Children can accept criticism and praise and start to use these ideas to develop their sense of self e.g. 'Wow! your drawing is amazing'. • Children are confident and outgoing towards their peers and adults and are starting to take some managed risks with support e.g. try the larger climbing frame. • Children have a clear idea about what they want to do in their play and how they want to go about it. |
| | Understanding Emotions | <ul style="list-style-type: none"> • Children are able to self register how they are feeling on arrival e.g. happy/sad/angry using the 'Colour Monster' as a vehicle text. • Children are able to find a familiar adult to seek comfort if they are upset and are able to be distracted by a comfort toy, object or activity. • Children are sensitive to their friends' feelings and offer comfort. • Children can feel pride/ embarrassment and a wider range of emotions such as; frustration or disappointment. • Children will know that some actions can hurt or harm their friends and are starting to stop themselves from making the wrong choices e.g. hitting/snatching. |

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| | | <ul style="list-style-type: none"> • Children follow daily routines in CP or direct learning activities and are cooperating with some boundaries. • Children express wider emotions in play and interactions with familiar adults/friends e.g. excitement/ disappointment/ anxiety/ guilt and self-doubt. • Children identify others' emotions by their actions or facial expressions and can understand their needs and wants and may assist them. • Children are aware of the expectations for different tasks and social situations and can participate in direct learning, daily routines, adapting their behaviour accordingly e.g. group phonics or whole class squiggle. • Children can recognise the negative and positive impact of their choices and can recognise that some actions can hurt others feelings. • Children can recognise the negative and positive impact of their choices and can recognise that some actions can hurt others feelings. • children can talk about their own and others' feelings and behaviour and its consequences. |
| Reception - ELG | Making Relationships | <ul style="list-style-type: none"> • Children will be able to seek support from their class teacher and the adults within the classroom, building relationships throughout the half term. • Children will be able to play alongside each other whilst engaging in the same area of provision. • Children will form friendships with others and will play with each other during continuous provision. • Children will begin to understand that other children may have different views and opinions to themselves. • Children are able to begin to work with others during continuous provision with an understanding that other children have different ideas, wants and needs. E.g. They understand that another child may prefer the red car. • Children are beginning to resolve conflicts with other children, finding a compromise and waiting their turn seeking adult support if necessary. • Children are able to play with other children, sharing resources and enthusiastically encouraging others into their play. • Children will be able to discuss their friendships, sharing positive messages and can talk about shared experiences. • Children play collaboratively with others, sharing ideas, thoughts and opinions through explorative and imaginative play. <p>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.</p> |

Sense of Self

- As children become familiar with the group they will feel confident to share their thoughts and ideas with adults and their peers in play and group sessions.
- Children will be able to identify their own peg/tray and begin to organise their personal belongings.
- Children will be able to attend to toileting needs with minimal adult support.
- Children are beginning to talk about their own abilities. For example, they may say 'I am good at catching' or 'I can't write d yet'
- Children develop a clear thought about how they want to guide their play. They enter play with an idea and with support begin to follow it through. E.g. 'I'm going to make this my princess café' or 'I am going to make a spooky castle'.
- Children will be able to attend to toileting needs independently but may need reminders to wash their hands.
- Children can zip up their own coats.
- Children will be able to identify that they are part of different social context (home life, school, class). They will be able to talk about their experiences in a range of social contexts. E.g. sharing their Christmas experiences, talking about their football team, talking about their Phonics group etc
- Children confidently choose an area of provision and will engage in prolonged periods of play showing perseverance and stamina.
- Children will remember to wash their hands throughout the day with some reminders.
- Children show curiosity and intrigue with regards to a range of social groups. They will ask questions and be interested in others. E.g. Easter, Ramadan etc or Dance class, football, swimming.
- Children will begin to show resilience when faced with new challenges but may need some support to persevere
- Children are confident with class rules and routines and begin to engage in whole school routines. E.g. celebration assembly.
- Children will begin to develop an understanding of their own health and fitness. E.g. identifying healthy food choices and healthy habits.
- Children are confident with class rules and routines and understand the whole school values, rules and routines. E.g. ready, respectful, safe etc
- Children will further their understanding of their own health and fitness. E.g. understanding the impacts of exercise on their body.

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.

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| | <p>Understanding Emotions</p> | <ul style="list-style-type: none"> • Children will be able to identify the emotions of happy, sad, angry, scared, loved and calm through the story of the colour monster. • The children will be able to seek and accept support from the adults within the class when faced with new or challenging situations. • Children can manage their behaviour and attention for short periods of time to participate in group and short whole class sessions. • Children will be able to manage their behaviour and attention for group sessions and longer whole class lessons. • Children understand the need for class rules and with support are accepting of these. • Children can manage their behaviour during group and whole class lessons with support and encouragement. • With support children are able to use self regulation techniques to manage their own feelings and emotions. • Children can talk about their own feelings and behaviour with a developing understanding of consequences. • Children begin to understand others emotions and will offer some comfort of support to their friends. • Children are able to use self regulation strategies with increased independence to manage their feelings and emotions • Children will be able to recognise when their words or actions have upset someone else and with support will be able to attempt to repair the situation E.g. apologise, give back a toy or help re-build a tower. • Children can manage their own feelings and behaviour in an appropriate manner. • Children can share, take turns and show patience. • Children can behave appropriately during lessons, whole class and whole school activities. E.g. assembly <p style="color: blue;">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.</p> |
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| PSHE opportunities in EYFS | |
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| <p>Explorers (2's)</p> | |
| <p>Nursery</p> | <ul style="list-style-type: none"> • Children self register on arrival and express their feelings. • The 'Colour Monster' book is used to support the children's understanding of feelings and emotions. • Books, stories and social stories are used throughout the year to support the children's understanding of emotions and new social situations throughout the year. • Adults model social skills, language and responses through role play and other areas of continuous provision • Adults use emotion coaching to support children through 'big emotions' and challenging situations. • 'Special days' and events such as Chinese New Year, Christmas, Red Nose Day are taught to develop an understanding and appreciation for other cultures, communities, traditions and experiences. • Adults provide opportunities to develop perseverance and resilience. through open ended activities such as; water play, construction etc. • Healthy habits including; handwashing, healthy eating and lifestyles are discussed through snack time opportunities and as the curriculum develops throughout the year. |

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| | <ul style="list-style-type: none"> • My happy Mind is taught weekly to encourage emotional well being and a healthy, happy mind. |
| Reception | <ul style="list-style-type: none"> • The 'Colour Monster' book is used to support the children's understanding of feelings and emotions. Children then use the colour monster jars to indicate how they feel each morning. Staff then support children to talk through their feelings and emotions if they indicate they are sad, angry or scared. • Books, stories and social stories are used throughout the year to support the children's understanding of emotions and new social situations throughout the year. • Specific modelling, role play and support taught continuously throughout the year, modelling appropriate language and actions. This will develop throughout the year as the children's understanding and awareness of others progresses. • Adults use emotion coaching to support children through 'big emotions' and challenging situations. • The school rules of Ready, Respectful and Safe are used throughout the day in conjunction with gestures to reinforce children's understanding of the school rules. • Weekly circle time and PSED to share thoughts, opinions and ideas about their own abilities, play, life, family and community. • 'Special days' and events such as Chinese New Year, Eid, Christmas, Red Nose Day are taught to develop an understanding and appreciation for other cultures, communities, traditions and experiences. • Adults provide opportunities to develop perseverance and resilience. E.g. challenging finger gym activities, open ended water play, support through challenging learning experiences. • Healthy habits including; handwashing, healthy eating, sleep, use of screens, exercise are taught and revisited throughout the year at developmentally appropriate stages. • PANTS and the PANTS rule is taught and consolidated each half term. • Different types of relationships we have with our friends and family are taught and consolidated throughout the year. • Jigsaw Scheme used in conjunction with the Reception skills progression document to enhance PSED - See LTP |