

EARLY YEARS FOUNDATION STAGE (EYFS)

Early Years Foundation Stage - Personal, Social and Emotional Development.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to 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 simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. (DFE statutory framework for the early years foundation stage, published March 2021).

The EYFS Modules are organised under four subheadings, these include:

Enabling Environment

What is an enabling environment?

A physical and emotional environment where children feel safe, secure, comfortable and ready to learn.

This may include basic areas set up indoors/outdoors.

These areas are always available, well-organised and open-ended and may include: role play, craft, snack, exploratory/science, construction, small world areas etc.

Explorations

What constitutes an activity in this context?

Experiences for children to access independently, offering opportunities for children to be responsible for their own learning.

Opportunities for children to transfer the experiences to areas of their choosing. To be open-ended.

Role of the Adult

What is the role of the adult?

Sensitive interactions: interventions to extend and challenge.

Stimulation: providing activities and experiences to extend learning, including development of adult-directed activities into continuous provision.

Modelling strategies: for thinking, scaffolding and questioning to extend learning and discovery.

Adult-directed activities: to further explain a concept.

Parents & Carers

How do we involve parents/carers?

Ideas suggested to involve parents/carers in children's learning and development creating a two way flow of ideas and information sharing; school or setting to home and home to school or setting.



EYFS Growing Up

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. Try new things and start establishing their autonomy.
- Thrive as they develop self-assurance.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

3- and 4-year olds will be learning to:

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Begin to make sense of their own life-story and family's history.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Manage their own needs such as personal hygiene.

Characteristics of Effective Learning

Playing and Exploring

Initiating play, engaging, representing, delight, challenge.

Active Learning

Satisfied, fascinated, perseverance, motivation.

Creating and Thinking Critically

Developing ideas, making links, knowing and deciding when to ask for help, recognising patterns.

EYFS Changes

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Managing Self

Children at the expected level of development (at the end of their reception year) will:

Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Understanding the World ELG: The Natural World

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Find ways of managing transitions, for example from their parent to their key person.
- Engage with others through gesture, gaze and talk.
- Feel confident when taken out around the local area and enjoy exploring new places with their key person.
- Explore and respond to different natural phenomena in their setting and on trips.
- Talk about what they see, using a range of vocabulary.

3- and 4-year olds will be learning to:

- Understand the key features of the life cycle of a plant and an animal.
- Talk about the differences between materials and changes they notice.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change.
- Understand the effect of changing seasons on the natural world around them.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, senses, initiating, asking, seeking, delight.

Active Learning

Focusing, concentrating, trying, enjoying, persisting, fascinating, resilience.

Creating and Thinking Critically

Choosing, deciding, planning, predicting, thinking testing, reviewing, making links, patterns.

EYFS Bullying Matters

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Work and play cooperatively and take turns with others.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Engage with others through gestures, gaze, and talk.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities.
- Develop friendships with other children.

3- and 4-year olds will be learning to:

- Continue developing positive attitudes about the differences between people.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be the leader in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Understand gradually how others might be feeling.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships with adults and peers.
- Work and play cooperatively and take turns with others.
- Express their feelings and consider the feelings and the perspective of others.
- Identify and moderate their own feelings socially and emotionally.

EYFS Being Me

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development (at the end of their reception year) will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Thrive as they develop self-assurance.
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

3- and 4-year olds will be learning to:

- Show more confidence in new social situations.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

Characteristics of Effective Learning

Playing and Exploring

Engagement, curiosity, exploring, representing, imagination.

Active Learning

Involved, motivated, concentrating, energy, satisfied, challenging, persevering, fascinated, enjoy, proud, delight.

Creating and Thinking Critically

Choosing, problem solving, thinking, planning, decision making, reviewing ideas, making links.

EYFS Relationships

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Building Relationships

Children at the expected level of development (at the end of their reception year) will:

- Form positive attachments to adults and friendships with peers.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Engage with others through gestures, gaze, and talk.
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available.
- Develop friendships with other children.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Understand gradually how others might be feeling.

Children in reception will be learning to:

- Build constructive and respectful relationships including working and playing cooperatively and taking turns with others.
- Express their feelings and show sensitivity to their own feelings and the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Characteristics of Effective Learning

Playing and Exploring

Self-confidence, empathy, involvement.

Active Learning

Curiosity, making links.

Creating and Thinking Critically

Imagination, problem solving, evaluating.

EYFS Being Safe

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development (at the end of their reception year) will:

- 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.

Personal, Social and Emotional Development ELG: Managing Self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available.
- Begin to show 'effortful control'. For example, waiting for a turn and when crossing a road.
- Safely explore emotions beyond their normal range through play and stories.

3- and 4-year olds will be learning to:

- Increasingly follow rules, understanding why they are important.
- Show more confidence in new social situations.

Children in reception will be learning to:

- Identify and moderate their own feelings socially and emotionally.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.

EYFS Being Healthy

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Use the toilet with help, and then independently.
- Find ways to calm themselves, through being calmed and comforted by their key person.
- Thrive as they develop self-assurance.
- Grow in independence, rejecting help.

3- and 4-year olds will be learning to:

- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Children in reception will be learning to:

- Manage their own needs. Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Characteristics of Effective Learning

Playing and Exploring

Initiates, curiosity, interest, explores, represents senses, engaging, independence.

Active Learning

Trying, enjoying, being involved, challenging, pride, independence, confidence, persistence.

Creating and Thinking Critically

Planning, deciding, choosing, problem-solving, testing, reviewing, grouping, sequencing, notices patterns, cause and effect, making links.

EYFS Difference and Diversity

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Building Relationships

Children at the expected level of development (at the end of their reception year) will:

- Show sensitivity to their own and to others' needs.
- Understanding the World ELG: People, Culture and Communities
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Notice and ask questions about differences, such as skin colour, religion, types of hair, gender, special needs, and disabilities.
- Make connections between the features of their family and other families.
- Notice differences between people.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Understand gradually how others might be feeling.
- Continue developing positive attitudes about the differences between people.

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some environments that are different from the one in which they live.

Characteristics of Effective Learning

Playing and Exploring

Acting out, exploring, curiosity.

Active Learning

Involvement, independence, self confidence.

Creating and Thinking Critically

Imagination, decision making, risk taking, thinking, planning.

EYFS Drug Education

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. Try new things and start establishing their autonomy.
- Find ways to calm themselves, through being calmed and comforted by their key person.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Know and talk about the different factors that support their overall health and wellbeing.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking.

Active Learning

Engaged, energy, motivated, trying, focusing, persevering.

Creating and Thinking Critically

Choosing, thinking, deciding, creating, reviewing, adapting, making links.

EYFS

Money Matters

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation.

Children at the expected level of development (at the end of their reception year) will:

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Understanding the World ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Safely explore emotions (for example needs and wants) beyond their normal range through play and stories.

3- and 4-year olds will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Play with one or more other children, extending and elaborating play ideas.
- Show interest in different occupations.

Children in reception will be learning to:

- Identify and moderate their own feelings socially and emotionally.
- Show resilience and perseverance in the face of challenge.

EYFS

Exploring Emotions

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development (at the end of their reception year) will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Feel strong enough to express a range of emotions.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.
- Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."

3- and 4-year olds will be learning to:

- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Children in reception will be learning to:

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking.

Active Learning

Engaged, energy, motivated, trying, focusing, persevering.

Creating and Thinking Critically

Choosing, thinking, deciding, creating, reviewing, adapting, making links.

EYFS

Being Responsible

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Understanding the World ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Explore and respond to different natural phenomena in their setting and on trips.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet.
- Make healthy choices about food, drink, activity and toothbrushing.
- Begin to understand the need to respect and care for the natural environment and all living things.

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Manage their own needs including personal hygiene.
- Explore the natural world around them.