

Pre-Nursery Personal, Social and Emotional Development

I am becoming aware of others' feelings and I am beginning to show empathy such as offering a toy.	I can explore the environment and begin to interact with others whilst a familiar adult is close by.	I have increasing understanding of and control of the bowel and bladder urges and can communicate my need for the toilet.
I can explore the boundaries of behaviours that are accepted by an adult and I am becoming aware of some basic rules.	I am beginning to watch, follow and imitate my peers within provision.	I am developing some independence in self-care and show an awareness of routines such as handwashing but I still often need support from an adult.
I can use a familiar adult to share feelings such as excitement or when I am feeling tired or anxious.	I am beginning to explore my surroundings in the presence of a familiar adult.	I can clearly communicate a wet or soiled nappy, showing increasing awareness of bladder and bowel urges.
I am beginning to show my own choices or preferences through verbal or non-verbal gestures or rejecting things that I don't want.	I can co-operate with an adult to play a short game or read a story.	I can feed myself with increasing control, holding a cup with both hands, drinking without much spilling.
I can respond to my own name and enjoy playing games such as finding my eyes or nose.	I can draw others into social interactions through calling, crying, babbling or smiling.	I can communicate discomfort or distress with a wet or soiled nappy.
I am becoming more aware of myself by imitating sounds and expressions by a familiar adult.	I will hold up my arms to be picked up or cuddled and I am soothed by physical touch such as being held or cuddled.	I will actively co-operate with nappy changing and dressing/undressing.
Self-Regulation	Building Relationships	Managing Self
Personal, Social and Emotional Development		

Pre-School Personal, Social and Emotional Development

I can demonstrate my confidence and self-esteem through being outgoing towards unfamiliar people, taking risks and trying new things or new social situations.	I am beginning to show consideration of other people's needs and gradually become less impulsive.	I can tell adults when I am hungry, full up or tired or when I want to rest, sleep or play.
I can express my needs and ask a familiar adult for help.	I can play alongside one or more children, extending and elaborating play ideas.	I can take practical actions to reduce risk, showing my understanding that equipment and tools can be used safely.
I can express a wide range of feelings in my interactions with others and through my behaviour and play, including excitement and anxiety, guilt and self-doubt.	I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from an adult.	I can name and identify different parts of the body and talk about our five senses.
I enjoy a sense of belonging and responsibility through being involved in daily tasks.	I will look to a supportive adult for help in resolving conflict with my peers.	I can manage dressing with support including; putting my arms into an open-fronted coat and pulling up my trousers/skirt.
I can increasingly follow the class rules, understanding why they are important.	I can seek out companionship with adults and other children, sharing my experiences and play ideas.	I am becoming increasingly independent in meeting my own care needs, e.g. brushing teeth and using the toilet.
I can select and use activities and resources, with help when needed.	I can separate from my main carer with support and encouragement from a familiar adult.	I can wash and dry my hands effectively and understand why this is important.
Self-Regulation	Building Relationships	Managing Self
Personal, Social and Emotional Development		

Reception Personal, Social and Emotional Development

PSHE in the EYFS is the core to learning. Being one of the Prime areas children develop in this area of learning first, but again all at different rates.

We use Development Matters as a guide alongside our own checkpoints (below).

EYFS Development Matters 2020 Statements and ELGs Personal, Social and Emotional Development

I can show confidence in speaking to others about my own needs, emotions, wants, interests and opinions in a familiar group.	I will attempt to repair a relationship or situation where I have caused upset and understand how my actions impact other people.	I can show some understanding that good practices with regard to exercise, eating, drinking water, sleeping and tooth brushing can contribute to good health.
I can show resilience and perseverance when facing a challenge.	I can independently seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise.	I can manage dressing independently, including; zipping up my coat, take my shoes on and off and do up the buttons on my t-shirt/dress.
I am more able to manage my feelings and tolerate situations in which my wishes cannot be met.	I recognise that people belong to different communities and social groups and I can communicate freely about own home and community.	I can demonstrate an understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others.
I can show confidence in choosing resources and perseverance in carrying out a chosen activity.	With support, I can take steps to resolve conflicts with other children by negotiating and finding a compromise.	I can demonstrate an understanding of how to transport and store equipment safely.
I will return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.	I can develop particular friendships with other children, which helps me to understand different points of view and to challenge my own and other's thinking.	I can develop the skills I need to manage the school day successfully including lining up, eating lunch and personal hygiene.
I am aware of the behavioural expectations in both class and school and sensitive to ideas of fairness.	I can represent and recreate what I have learnt about social interactions from my relationships with close adults, in my play and relationships with others.	I can use the toilet independently and wash my hands thoroughly.
Self-Regulation	Building Relationships	Managing Self
Personal, Social and Emotional Development		



Birth to Three
- Find ways to calm themselves, through being calmed and comforted by their key person. - Establish their sense of self. - Express preferences and decisions. They also try new things and start establishing their autonomy. - Engage with others through gestures, gaze and talk. - Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. - Find ways of managing transitions, for example from their parent to their key person. - Thrive as they develop self-assurance. - 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. - Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. - 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. - 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, and so on. - Develop friendships with other children. - Safely explore emotions beyond their normal range through play and stories. - Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..." - Learn to use the toilet with help, and then independently.

Three and Four-Year-Olds
- 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. - 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. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - 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
- See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - 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
Early Learning Goals
Self-Regulation - 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.
Managing Self - 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.
Building Relationships - 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.

PSHE Long Term Overview KS1 & KS2 2026 -2027

Statutory RSHE KS1	Statutory RSHE KS2	Economic Wellbeing and Careers KS1	Economic Wellbeing and Careers KS2
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PSHE Long Term Plan KS1 & KS2 2026 -2027

Statutory RSHE KS1	Statutory RSHE KS2	Economic Wellbeing and Careers KS1	Economic Wellbeing and Careers KS2
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Democracy	Mutual Respect	Tolerance	Individual Liberty	Rule of Law	British Values Overview
Year 1	Making friends: learning and playing together	Mental health and wellbeing	Celebrating me, you and our families	Showing kindness to ourselves and others	Safety at home	Being healthy
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Keeping safe outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Building healthy habits	Mental health and wellbeing	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy		Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting Boundaries	Safe Connections	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Drugs education: assessing risk and managing influences	Changes in puberty	Developing our AI literacy	Looking to the future
Themed lessons, days, weeks.	Firework Safety	Anti-Bullying Week (16.11.26 – 20.11.26) Odd Socks Day (16.11.26)	Safer Internet Day (16.11.26)	World Oral Health Day (20.3.27)	Mental Health Awareness Week (10.5.27 – 16.5.27)	National Drowning Prevention Week (12.6.27 – 19.6.27) Health and Fitness Week

Through our PSHE curriculum and 'Picture News' we cover the protected characteristics in an age-appropriate way.

Protected Characteristics: age, disability, sex, gender reassignment, race, religion, sexual orientation, marriage and civil partnership, pregnancy and maternity.