

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 early years outcomes are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant early years outcomes from Birth to three to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for PSHE.

The most relevant Early Years outcomes for PSHE are taken from the following areas of learning:

- Self-Regulation
- Managing Self
- Building Relationships

PSHE			
Birth to 3 years	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish a 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.
	Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> • Find ways of managing transitions. • 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. Sometimes this leads to feelings of frustration and tantrums.

			<ul style="list-style-type: none"> • Being to show 'effortful control'. • Be increasingly able to talk about and manage their emotions.
	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • 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.
3-4 years	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • 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 a sense of responsibility and membership of a community.
	Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> • 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. • Help to find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.
	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Begin to understand how others might be feeling.

Reception	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships.
	Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> • 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.
	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Think about the perspective of others. • Manage their own needs.
ELG	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • 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.
	Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> • 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.

	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • 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.
--	--	---------------------------	---

