



**Tudor Grange
Academies Trust**



**EYFS Curriculum Map:
Personal, Social and Emotional Development**



Personal, Social and Emotional Development EYFS Curriculum Map

Early Years Foundation Stage

Personal, Social and Emotional Development Educational Programme	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.					
ES & PS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puzzle	Being Me in My World 'Who am I and how do I feel?'	Celebrating Differences Recognise similarities and difference and being kind and unique	Growing me Showing a growing sense of autonomy	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Knowledge	Know their own name. Know the names of facial features. Know a range of emotions. Know what they like and dislike.	Know that people look different. Know that people like different things. Know what it is to be kind and unkind. Know what makes them special (unique).	Know that their thoughts and opinions matter. Knows that they are in a safe place where they can learn from mistakes. Know that others have different thoughts and opinions.	Know the names for some parts of their body. Know that being 'healthy' is good. Know that some foods and drink are healthy. Know that exercise is healthy.	Knows that other people have feelings that might be different to their own. Know how to calm themselves. Knows that it is good to take turns.	Know that they were a baby. Know that they are getting bigger. Know that they will soon be moving to the next classroom. Know what will stay the same.



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	Know the names of people who are important to them. Know names of family members.			Know that sleep is good for them. Know that washing their hands keeps them healthy. Know to stay with an adult when out and about to stay safe.	Know that it is good to share. Know that their key adult is there to help to resolve conflict. Know to look at someone when they are talking. Know to say 'please' and 'thank you'.	Know what will be different.
Skills	Aware of and interested in their own and others' physical characteristics. Identify features such as noses, hair and eyes. Express positive feelings and negative feelings through actions, behaviours and a few words. Talk about their preferences and interests. Is becoming aware of their unique abilities.	Show awareness of their social identity (gender, ethnicity and ability). Shows interest in people's differences. Notice and ask questions about differences between people. Demonstrate kindness. Talks about what makes them special (unique).	Assert their ideas and preferences. Make choices and decisions. Begin to assert independence. Talk about their thoughts and opinions. Try again when they make mistakes. Show a sense of pride in their achievements.	Follow healthy routines. Take part in physical activities which support overall health. Give examples of healthy food. Stay close to a familiar adult when out and about.	Notices when others are happy, sad or upset. Regulate feelings with support. Show empathy and sympathy. Watch, follow and imitate each other in their play. Asserts their own ideas and preferences and takes notice of other people's responses. Take turns in play with adult support.	Develop an understanding of how they have grown. Talks about memories from the year. Identify what they have got better at. Demonstrates a positive attitude to moving into the next classroom. Talk about what they are looking forward to.



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	Talk about the people who are important to them.				Share with support. Look at others when they talk and is polite.	
Key knowledge and skills taught and practised throughout the year and threaded throughout the curriculum.						
Self-Regulation (Emotional Development)	Is calmed by a key person/ find way to calm themselves with support from their key person. Express a range of emotions. Increasingly able to talk about and manage their emotions. Participate and cooperate in more routines. Understand some boundaries.					
Managing Self (Personal development)	Explore the classroom environment with support and then freely and independently. Experiment with their own and other people's views of who they are through play. Confidently explore unfamiliar environments with their key person. Learn that actions have consequences. Manage their own needs with support: hygiene (hand washing, nose blowing, coughing, tooth brushing), toileting training, dressing and undressing (putting on coats, putting on shoes and wellies), mealtimes (feeding self-using cutlery, pouring drinks), organisation (put coat on peg).					
Building Relationships (Social development)	Seek comfort from familiar adults when needed and distracts themselves with a comfort object when upset. Engage with others through gestures, gaze and talk. Interested in others' play and starting to join in. Play with increasing confidence on their own and with other children. Become increasingly independent in using good manners. Develop an awareness of social communication cues (body language, words and how to listen and respond).					
What PSED looks like in ES & PS	• Becoming extremely emotional through frustration as they lack coping skills but they're learning to use words to express feelings with adult help. • Showing an adult a picture, they are proud of and smiling when they are praised. • Learning how to go to the toilet independently, dress and eat by themselves. • Playing <i>next to</i> other on the carpet, more than <i>with</i> them, though they enjoy group activities like singing. • Passing around a musical instrument to encourage turn taking. • Saying please and thank you at mealtimes.					



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	Being excited when special people visit.					
Enriching Experiences	Trips into the local community. Visits from people in the local community. Visits to new classrooms/ settings.					
Vocabulary	Friend Family Similar Different Hair Skin Nose Eyes Mouth Teeth Ears Feel Feelings Happy Sad Mad Angry Scared Kind Gentle Good Special (Unique)	Different Same Similar Special (Unique) Proud Friends Kind	Independent No Help Like Don't like Love Choice Decide Mistake Try Proud	Healthy Exercise Head Shoulders Knees Toes Sleep Heart Wash Clean Unclean Safe adult Trust Safe Unsafe	Friend Fall-out Feelings Angry Upset Hurt Calm Breathing Sharing Taking turns Stop Wait Thank you Please	Baby Change Excited Memories Grow Same Different



ES & PS		British Values		
PSED puzzles and the British Values – The British Values are most clearly reflected in the first three Puzzles every year, but are also reflected in other later teachings, particularly the Relationships Puzzle. Specific lessons are not taught on each of the British Values. The content of lessons, including the learning intentions, contribute to an understanding of aspects of the four British values, which are evident across all age groups and puzzles. In additional to PSHE lessons, we are intentional in demonstrating all four British values in everyday practice.				
British Value	Democracy We all have a voice	The Rule of Law Living together and getting along	Individual Liberty Only one you	Mutual Respect and Tolerance Everyone is special
Knowledge and Skills	• Talk about their thoughts and opinions. • Listen to others’ thoughts and opinions. • Make choices based on their interests and preferences. • Begin to play with others.	• Follow simple rules. • Know <i>why</i> some simple rules matter. • Know a range of emotions. • Develop a sense of belonging to a community. • Know who helps them at home, in school and in the wider community.	• Express their needs, preferences and interests. • Develop a positive sense of self. • Make choices. • Identify and discuss their feelings.	• Share, be kind, and listen to others. • Know how they are different to others. • Know what they are good at. • Celebrate differences in people, cultures, and faiths.
What British Values looks like in ES & PS	• Talking about home and their family. • Listening to what each other say about food at mealtimes. • Choosing between two books or activities. • Pointing to photos/objects to choose something if non-verbal.	• Practitioners and children talking about the settings rules and why they are important. • Practitioners being consistent with consequences linked to actions. • Talking about characters feelings in stories. • Trips to see and visits from people in the local community. • Playing a game within fair rules.	• Sharing their views and opinions with their key person. • Following their own interests. • Showing pictures to others that they are proud of. • Choosing activities and resources during play. • Being supported to take, identify, and manage risks in their play.	• Celebrating all our families’ cultures, languages, festivals celebrations and special days. • Sharing stories in the languages children and families use. • Adults supporting sharing and cooperation. • Stories and books that reflect a diverse range of characters and families.



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Nursery & Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw Puzzles	Being Me in My World 'Who am I and how do I fit?'	Celebrating Differences Respect for similarity and difference, anti-bullying and being unique	Dreams & Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Knowledge	Know special things about themselves. Know that some people are different from themselves. Know how happiness and sadness can be expressed. Know that hands can be used kindly and unkindly. Know that being kind is good. Know they have a right to learn and play, safely and happily.	Know what being proud means and that people can be proud of different things. Know that people can be good at different things. Know what being unique means. Know that families can be different. Know different ways of making friends. Know that people have different homes and why they are important to them. Know different ways to stand up for myself.	Know what a challenge is. Know that it is important to keep trying. Know what a goal is. Know how to set goals and work towards them. Know which words are kind. Know some jobs that they might like to do when they are older. Know that they must work hard now in order to be able to achieve the job they want when they are older.	Know the names for some parts of their body. Know what the word 'healthy' means. Know some things that they need to do to keep healthy. Know that they need to exercise to keep healthy. Know how to help themselves go to sleep and that sleep is good for them. Know when and how to wash their hands properly. Know what to do if they get lost.	Know what a family is. Know that different people in a family have different responsibilities (jobs). Know some of the characteristics of healthy and safe friendships. Know that friends sometimes fall out. Know some ways to mend a friendship. Know that unkind words can never be taken back and they can hurt. Know how to use Jigsaw's Calm Me to help when feeling angry.	Know the names and functions of some parts of the body (see vocabulary list). Know that we grow from baby to adult. Know who to talk to if they are feeling worried. Know that sharing how they feel can help solve a worry. Know that remembering happy times can help us move on.



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		Know the names of some emotions such as happy, sad, frightened, angry. Know that they don't have to be 'the same as' to be a friend. Know why friends having is important. Know some qualities of a positive friendship.	Know when they have achieved a goal.	Know how to say no to strangers.	Know some reasons why others get angry.	
Skills	Identify feelings associated with belonging. Identify feelings of happiness and sadness. Skills to play co-operatively with others. Be able to consider others' feelings. Be responsible in the setting	Identify feelings associated with being proud. Identify things they are good at. Be able to vocalise success for themselves and about others' successes. Identify some ways they can be different and the same as others. Recognise similarities and differences between their family and other families.	Understand that challenges can be difficult. Recognise some of the feelings linked to perseverance. Talk about a time that they kept on trying and achieved a goal. Be ambitious. Resilience Recognise how kind words can encourage people.	Recognise how exercise makes them feel. Recognise how different foods can make them feel. Can explain what they need to do to stay healthy. Can give examples of healthy food. Can explain how they might feel if they don't get enough sleep. Can explain what to do if a stranger approaches them.	Can identify what jobs they do in their family and those carried out by parents/carers and siblings. Can suggest ways to make a friend or help someone who is lonely. Can use different ways to mend a friendship. Can recognise what being angry feels like. Can use Calm Me when angry or upset.	Can identify positive memories from the past year in school/home. Can say what might change for them to get older. Recognise that changing class can elicit happy and/or sad emotions. Can say how they feel about changing class/ growing up. Can identify positive memories from the past year in school/ home.



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		Identify and use skills to make a friend. Identify and use skills to stand up for themselves. Recognise emotions when they or someone else is upset, frightened or angry.	Feel proud. Celebrate success.			
Vocabulary	Kind Gentle Friend Similar(ity) Different Rights Responsibilities Feelings Angry Happy Excited Nervous Sharing, Taking Turns Unique	Different Special Proud Friends Kind Same Similar Happy Sad Frightened Angry Family Unique	Dream Goal Challenge Job Perseverance Achievement Happy Kind Encourage Proud	Healthy Exercise Head Shoulders Knees Toes Sleep Heart Active Wash Clean Safe adult Scared Trust	Family Jobs Relationship Friend Lonely Argue Fall-out Words Feelings Angry Upset Calm me Breathing	Eye Foot Eyebrow Forehead Ear Mouth Arm Leg Chest Knee Nose Tongue Finger Toe Stomach Hand Baby Adult Change Worry Excited Memories Healthy Grow



Nursery & Reception	British Values			
Jigsaw and the British Values – The British Values are most clearly reflected in the first three Puzzles every year, but are also reflected in other later teachings, particularly the Relationships Puzzle. Specific lessons are not taught on each of the British Values. The content of lessons, including the learning intentions, contribute to an understanding of aspects of the five British values, which are evident across all age groups and puzzles. Use the progression document, to see where empathy, democracy, respect, explicit British Values (in Being Me in My World), equality, respecting differences, the roles of different people in our societies and the different communities that we are all part of – are all taught. british-values-in-jigsaw-by-lesson-2023.pdf				
Key knowledge and skills taught and practised throughout the year and threaded throughout the curriculum.				
British value	Democracy We all have a voice	The Rule of Law Living together and getting along	Individual Liberty Only one you	Mutual Respect and Tolerance Everyone is special
Knowledge and Skills	Express my opinion. Listen to others point of view. Begin to work in a team. Make choices.	Know what is right/wrong. Follow simple rules and understand the reasons for them. Understand they are a member of their community. Know who helps them in school and in the wider community.	Develop an awareness of their own needs, views and feelings. Talk about how they feel with support. Make decisions.	Know that there are similarities and differences between people. Know that people have things in common but everyone is unique. Say why they are special.
What British Values looks like in Nursery & Reception	- Expressing their opinions and listening to other’s views, thoughts and ideas. - Making choices about what to play with, who to play with, and where to play. - Raising hands to vote on certain choices.	- Creating, agreeing and understanding the classroom rules. - Understanding that actions have consequences (including positive consequences). - Discussing and reflecting on right and wrong in different situations.	- Expressing their ideas freely (verbal/non-verbal and in whichever language they are comfortable with or proficient in). - Following their interests during child-led play - Making own choices and decisions.	- Listening to other’s opinions. - Showing empathy for others. - Celebrating different strengths in others. - Understanding and interacting with the wider community in which they live.



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	- Asking questions. - Making decisions as a small group or in pairs. - Negotiating which game to play.	- Setting personal boundaries with other children. - Developing awareness of their communities and roles within them.	- Displaying a positive sense of self. - Becoming increasingly independent. - Identifying, managing and taking risks in play. - Identifying and discussing their feelings.	- Exploring different faiths, traditions and cultures. - Listening to stories and books that reflect a diverse range of characters and families. - Understanding and accepting others boundaries when playing.		
Enriching Experiences	Voting station Pupil voice activities	Framed class rules Police visit	Share and celebrate personal achievements- both inside and outside of school.	Learning about and celebrating religious festivals. Links with the local community- outings, community project, charity event, visitors.		
Vocabulary	Vote, opinion, fair	Rules, consequences, fairness	Choice, freedom, rights	Mutual respect: Kindness, listening, sharing Tolerance: Different, acceptance, diversity		
Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key knowledge and skills taught and practised throughout the year and threaded throughout the curriculum.						
Self-Regulation (Emotional Development)	Talk about their feelings and those of others, with support. Become more outgoing with unfamiliar people, in the safe context of their setting. Identify and moderate their own feelings socially and emotionally with support. Focus on what is said to them. Know they are important.					
Managing Self (Personal development)	Manage their own needs with support : - hygiene (hand washing, nose blowing, coughing, toothbrushing) - toileting - dressing and undressing (putting on coats, doing up zips and buttons, putting on shoes, gloves)					



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	• mealtimes (serving self, cutting using a knife and fork, drinking from appropriate cups, pouring drinks) • organisation (keeping track of belongings). Follow the setting rules. Understand why rules are important. Develop appropriate ways of being assertive.				
Building Relationships (Social development)	Begin to understand how others might be feeling. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Develop their sense of responsibility and membership of a community.				
What PSED looks like in Nursery	• Actively exploring the environment. • Separating from their parent or carer either independently or with some support from an adult. • Responding positively to adults. • Engaging in physical activity both indoors and outdoors.	• Showing curiosity about gender, how families are different and how people look. • Turn taking and sharing with others either independently or with support from an adult. • Becoming increasingly independent to use the toilet. • Showing when they are feeling angry, scared, sad or happy through their behaviours and their developing language skills.	• Showing more awareness of other's feelings during play. • Talking about the story of their day, week, or life. • Playing more with some children than others and beginning to form friendships. • Demonstrating that they feel proud and pleased of their achievements.		
Enriching Experiences	Daily Safety Rangers	Anti-bullying week	Dentist visit Dog safety talk-Dog's Trust	Superstar scrolls	Visits to new classrooms/ settings.



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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key knowledge and skills taught and practised throughout the year and threaded throughout the curriculum.						
Self-Regulation (Emotional Development)	Express their feelings and consider the feelings of others. Show more confidence in new social situations. Identify and moderate their own feelings socially and emotionally. Focus on and respond to what is said to them. See themselves as a valuable individual.					
Managing Self (Personal development)	Manage their own needs: • hygiene (hand washing, nose blowing, coughing, toothbrushing) • toileting independently • dressing and undressing independently (putting on coats, doing up zips and buttons, putting on shoes, gloves) • mealtimes (serving self, cutting using a knife and fork, drinking from appropriate cups, pouring drinks) • organisation (keeping track of belongings). Explain the reasons for rules. Understand right from wrong. Show resilience and perseverance in the face of challenge.					
Building Relationships (Social development)	Think about the perspectives of others. Work and play cooperatively and takes turns with others. Resolve conflict and rivalry independently or with support. Build constructive and respectful relationships.					
What PSED looks like in Reception	• Working collaboratively and independently both in and outdoors. • Anticipating, engaging in and thriving on routines. • Demonstrating strong feelings and is beginning to understand the language linked to emotional states.		• Noticing similarities and differences between themselves and others. • Feeling safe enough to increasingly explore the world further. • Demonstrating a strong sense of self. For example: "My name is Tony, I live with Daddy, and I can ride a bike".		• Resolving conflicts independently and with support. • Developing a sense of right and wrong but it is easier to tell others than to apply it to the self at this stage of development. • Loving people paying them attention and giving them praise for their newly developing skills as	



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	Acting out extended sequences of household activities in their imaginary play, showing that they have been observing the grown-ups around them.		Waiting for short periods as they have developed impulse control.		this builds up their resilience and develops their self-esteem. Talking about how to look after their bodies, including healthy eating, exercise and managing personal needs independently.	
Enriching Experiences	Daily Safety Rangers	Anti-bullying week	People Who Help Us visit	Dentist visit Dog safety talk	Superstar scrolls	Visits to new classrooms/ settings.
Assessment	- practitioner's knowledge of the child - child's view of his or her own learning - information from a range of contributors (teaching assistants, parents/carers and other significant adults) - any material or representations from the child - assessment scores and/or information - a collection of anecdotal and significant moments observations.					
Common Assessment Tasks	Baseline	CA1		CA2		CA3
Personal, Social and Emotional Early Learning Goals	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.	



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Sources

Department for Education (2024) Early years foundation stage statutory framework for group and school-based providers.

Development Matters- Non-statutory curriculum guidance for the early years foundation stage.

Birth to 5 Matters- Non-statutory curriculum guidance for the early years foundation stage.

Planning for the Early Years

EEF's Early Years Evidence Store

Curriculum map to be used in conjunction with a Jigsaw subscription.

The Jigsaw knowledge and skills statements are from the Parent and Teacher Knowledge Organisers: Jigsaw PSHE knowledge and skills progression.