

PSHE in EYFS 2025-6

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

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 30-50 months 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:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

| PSHE | | | |
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| 30-50 Months | Personal, Social and Emotional Development | Self-Confidence and Self-Awareness | <ul style="list-style-type: none">• To select and use activities and resources with help.• To welcome and value praise for what they have done.• To enjoy the responsibility of carrying out small tasks.• To be more outgoing towards unfamiliar people and more confident in new social situations.• To be confident talking to other children when playing and communicate freely about own home and community.• To show confidence in asking adults for help. |
| | | Managing Feelings and Behaviour | <ul style="list-style-type: none">• To be aware of own feelings and know that some actions and words can hurt others' feelings.• To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.• To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.• To usually adapt behaviour to different events, social situations and changes in routine. |
| | | Making Relationships | <ul style="list-style-type: none">• To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.• To initiate play, offering cues to peers to join them.• To keep play going by responding to what others are saying or doing.• To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |

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| 30-50 Months Continued | Physical Development Understanding the World | Health and Self-Care People and Communities | <ul style="list-style-type: none"> To tell adults when hungry or tired, or when they want to rest or play. To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. To usually manage washing and drying hands. To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family. |
| 40-60 Months | Personal, Social and Emotional Development | Self-Confidence and Self-Awareness | <ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities. |
| | | Managing Feelings and Behaviour | <ul style="list-style-type: none"> To explain own knowledge and understanding, and ask appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise. |
| | Physical Development | Health and Self-Care | <ul style="list-style-type: none"> To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. To be aware of the boundaries set and of behavioural expectations in the setting. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <ul style="list-style-type: none"> To eat a healthy range of foodstuffs and understand a need for variety in food. To usually be dry and clean during the day. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. To practice some appropriate safety measures without direct supervision. |

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| ELG | Personal, Social and Emotional Development | Self-Confidence and Self-Awareness | <ul style="list-style-type: none"> To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. |
| | | Managing Feelings and Behaviour | <ul style="list-style-type: none"> To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |
| | | Making Relationships | <ul style="list-style-type: none"> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. |
| | Physical Development | Health and Self-Care | <ul style="list-style-type: none"> To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. |

PSHE in the early years is taught mainly through daily routines and continuous provision. The role of the adult is to support children in making the correct decisions through discussions and leading by example. Staff will follow the school behaviour policy reminding children of the expectations, staff being consistent in their approaches. Carpet times will be used to build relationships between children and staff and enable children to develop their confidence and social skills. Staff support children in learning how to deal with issues between friends, using stories help children to begin to understand feelings and to discuss how situations make us feel. New experiences and visits will help children to learn how to manage their behaviour in different situations, how to self-regulate and deal with changes in their routine. Interventions such as Time To Talk and ELSA Eyfs will be used to support some children identified by staff.