



Personal, Social and Emotional Development (EYFS) – Intent, Implementation and Impact

CONTEXT (Why PSED matters)

Personal, Social and Emotional Development (PSED) underpins children’s wellbeing, behaviour and readiness to learn. When children feel safe, valued and connected, they are more able to explore, communicate and make progress across the curriculum.

Our approach builds a strong sense of belonging, supports self-regulation and independence, and helps children build positive relationships. We explicitly teach routines and social norms with warmth and consistency, and we model our school values: respectful, resilient and ready.

Characteristics of Effective Learning (how children learn in PSED)

- Playing and exploring: children try new experiences and develop confidence to take safe risks.
- Active learning: children persevere, manage frustrations and feel proud of achievements.
- Creating and thinking critically: children reflect on choices, solve social problems and consider others’ viewpoints.

1) INTENT (What we want children to know and be able to do)

Our intent is that every child develops a strong sense of self, can manage emotions and behaviour in age-appropriate ways, and can build positive, respectful relationships with adults and peers. Children will become increasingly independent and ready to learn.

By the end of Reception, children will typically be able to:

- Show confidence to try new activities and take pride in achievements.
- Manage basic needs independently (where appropriate) and follow routines.
- Recognise and talk about feelings and use simple strategies to calm and reset.
- Work and play cooperatively, take turns and resolve minor conflicts with support.
- Show resilience: keep trying when something is tricky and learn from mistakes.

Rugeley John Taylor PSED curriculum drivers

- Belonging and relationships: secure attachments, predictable routines, inclusive classrooms.
- Self-regulation and resilience: calm coaching, emotion language and coping strategies.
- Independence and responsibility: managing self-care, belongings and classroom jobs.



- Respectful community: kindness, empathy, listening and fair turn-taking.

2) IMPLEMENTATION (How we teach PSED)

We teach PSED through consistent routines, explicit modelling and coaching, and planned opportunities for children to practise social skills. Adults prioritise warm relationships and predictable structure while enabling children to develop independence.

A. Daily non-negotiables

- Warm greetings and check-ins; adults notice children's emotional needs early.
- Clear routines (arrival, tidying, snack, transitions) with visual supports.
- Circle time and talk routines to practise listening, sharing and empathy.
- Explicit teaching of "kind, respectful, safe" behaviour; consistent responses.
- Celebration of effort and resilience ("You kept trying!") rather than only outcomes.

B. Nursery (foundations)

- Secure settling-in: key person approach, predictable routines and gentle transitions.
- Supporting sharing and turn-taking through play and adult coaching.
- Emotion vocabulary taught through stories, songs and modelling.
- Independence steps: coat routines, snack routines, toileting support as needed.

C. Reception (depth and readiness)

- Increasing independence: managing belongings, classroom jobs, sustained attention in group times.
- Self-regulation strategies: breathing, calm corner routines, "stop and think" prompts.
- Problem-solving and conflict resolution supported with scripts and visuals.
- Building confidence for new challenges (phonics, maths, performances, speaking in groups).

D. Enabling environment and culture

- A calm, organised environment with clear boundaries and predictable expectations.
- Role-play and small-world resources to rehearse social scenarios and feelings.
- Visuals for routines and emotion regulation; calm spaces and sensory supports where needed.
- Adult interaction: watch, notice and coach; use sustained shared thinking to guide behaviour and social problem-solving.

E. Inclusion and support



- Early identification of wellbeing, communication or regulation needs; prompt additional support.
- Personalised strategies for children who need help with transitions, attention or emotional regulation.
- Strong partnership with families to ensure consistency between home and school.
- Work with external professionals as appropriate to support SEND and wellbeing.

F. Assessment and monitoring

- Observation-led assessment: routines, play, peer interactions, and adult-led times.
- Evidence includes children's choices, language for feelings, resilience and relationship skills.
- Reception: best-fit judgements aligned to Managing Self and Building Relationships.

3) IMPACT (What difference this makes)

- Children feel safe and secure, show a strong sense of belonging and are ready to learn.
- Children manage routines and transitions with increasing independence.
- Children show resilience and perseverance, coping better with mistakes and challenge.
- Children build friendships, cooperate and use respectful behaviour and language.
- Improved self-regulation supports attention, learning engagement and progress across the curriculum.

Reference points:

- EYFS Statutory Framework (effective from 1 September 2025) – Educational Programmes and Characteristics of Effective Learning.
- DfE: Development Matters (revised September 2023) – pathways and characteristics of effective practice.
- Ofsted: Education Inspection Framework (for use from November 2025) and Early years inspection toolkit (September 2025).
- Ofsted: Best start in life – research review for early years (Prime areas and Specific areas publications).
- Birth to 5 Matters: Non-statutory guidance (used as developmental reference points).