



Personal, Social and Emotional Development (PSED)

Area Overview

At St Keyna, we believe Personal, Social and Emotional Development is the foundation upon which all learning is built. Children who feel safe, secure and valued are more likely to develop confidence, curiosity and resilience. Through nurturing relationships, consistent routines and carefully planned experiences, we support children to understand themselves, build positive relationships and become increasingly independent.

Our curriculum is designed so that children gradually develop the emotional security, self-belief and social skills needed to become confident learners and active members of their community. Progression begins with forming secure attachments and recognising basic emotions in N1, develops into increasing independence and emotional regulation in N2, and culminates in children leaving Reception as resilient, empathetic and self-motivated learners who are ready for KS1.

Why this area matters?

Children's emotional wellbeing has a significant impact on every aspect of learning. Secure relationships enable children to explore confidently, communicate effectively and persevere when faced with challenge.

High-quality Personal, Social and Emotional Development helps children to:

- Develop confidence and self-esteem.
- Understand and regulate their emotions.
- Form positive relationships with adults and peers.
- Develop resilience and perseverance.
- Learn to cooperate, negotiate and solve problems.
- Become increasingly independent in managing themselves.
- Build the characteristics of effective learning that support lifelong success.

Supporting PSED at home:

Talk about feelings - help your child name emotions such as happy, sad, angry, worried and tired.
Use story time - talk about how characters might feel and why.
Keep routines regular - children feel secure when they know what happens next.
Praise positive behaviour - notice sharing, kindness, listening and trying hard.
Encourage independence - let your child practise putting on shoes, washing hands, tidying toys and getting dressed.
Play together - games and pretend play help children learn turn-taking, sharing and listening.
Model kind language - use words and actions that show respect and calm behaviour.
Offer simple choices - for example, choose between two snacks, books or activities.
Support problem solving - help your child think about what went wrong and what they can do next.
Be patient and encouraging - children develop social and emotional skills over time with support and practice.

Vocabulary Progression

Nursery Year 1

happy	thank you
sad	sorry
cross	wait
kind	my turn
gentle	your turn
friend	family
share	safe
help	
please	

Nursery Year 2

worried	cooperate
excited	independent
proud	persevere
frustrated	problem
disappointed	solution
brave	choice
calm	responsibility
patient	respect
fair	healthy

Reception

confident	empathy
resilient	sensitive
determined	responsibility
emotion	respectful
consequence	challenge
compromise	goal
encourage	community
support	



Self-Regulation		
Nursery Year 1	Nursery Year 2	Reception Early Learning Goals
- Recognises basic emotions; uses simple words to express feelings; notices when others are upset. - Accepts comfort; calms with support; follows simple routines. - Attempts simple challenges; stays engaged briefly. - Waits briefly with support; responds to 'stop' and 'wait'. - Listens in short groups; follows one-step instructions.	- Names a wider range of emotions; explains simple reasons for feelings; recognises others feel differently. - Uses simple calming strategies; recovers from disappointment; understands acceptable behaviour. - Persists with tasks; completes chosen activities; asks for help. - Waits for turns; begins to control impulses. - Listens 10–15 minutes; follows two-step instructions.	- 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		
Nursery Year 1	Nursery Year 2	Reception Early Learning Goals
- Explores new activities with reassurance. - Follows simple routines. - Attempts dressing; toileting with support; washes hands with reminders. - Recognises some healthy foods.	- Tries new experiences independently. - Explains simple rules and consequences. - Mostly independent in dressing, toileting and hygiene. - Explains healthy food, exercise and hygiene.	- 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		
Nursery Year 1	Nursery Year 2	Reception Early Learning Goals
- Plays alongside others; takes turns with support. - Forms secure relationships with adults. - Notices when others are upset.	- Shares fairly; collaborates with peers. - Develops friendships and includes others. - Shows empathy and offers comfort.	- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and others' needs.