

EYFS · RECEPTION-Y1

Personal, Social & Emotional Development

EYFS Knowledge Organiser

Three sub-areas of PSED

1

Self-regulation

The ability to manage thoughts, feelings, and behaviours — waiting, taking turns, controlling impulses, persisting through difficulty.

Example: By ELG: shows understanding of their own feelings and those of others; manages own needs

2

Managing self

Independence and resilience — being able to do things for yourself, adapt to new situations, show determination.

Example: By ELG: confident to try new activities; shows resilience and perseverance; manages own basic hygiene

3

Building relationships

Developing positive relationships with other children and adults — sharing, cooperating, forming friendships.

Example: By ELG: works and plays cooperatively; takes turns; shows sensitivity to others' needs and feelings

Putting PSED in EYFS

What practitioners do and v

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CO-REGULATION BEFORE SELF-REGULATION: children learn to regulate with an adult before they can regulate alone — be the calm, regulated presence you want them to become



- NAME FEELINGS: 'I can see you're feeling frustrated' — labelling emotions reduces their intensity and builds emotional vocabulary
- GIVE WAIT TIME: queue for the swing, take turns in conversation — these are PSED learning opportunities, not inconveniences
- PLAY: cooperative play is the single most powerful context for PSED development — it requires negotiation, turn-taking, and emotional management
- CONSISTENT ADULTS: children with secure attachment to one or two key adults develop stronger PSED than those with fragmented relationships
- AVOID OVER-PRAISE: 'brilliant!' for everything devalues feedback. Specific, genuine acknowledgement builds intrinsic motivation
- THE KEY PERSON: every child in an EYFS setting should have a named key person who knows them well and has a secure attachment relationship with them

