



PHSCE CURRICULUM

EYFS Progression

Knowledge | Skills | Vocabulary | Nursery to Reception

Purpose of this document

This document sets out how children's personal, social, emotional and health understanding develops from Nursery to Reception at Park Road Academy. It follows the six half-term themes and objectives in the supplied PHSCE overview, building foundations for Year 1 through belonging, respect, perseverance, healthy routines, relationships and managing change.

EYFS curriculum position

Personal, Social and Emotional Development

PHSCE is developed primarily through Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships. Communication and Language supports expressing feelings and listening to others. Learning is embedded in warm relationships, play, stories, routines and adult modelling, with repeated opportunities to practise skills in real situations.

Progression principles

EXPLORE & PLAY	REVISIT & DEEPEN	MODEL & TALK	VALUE INDIVIDUALITY
Children explore feelings, friendships and choices through stories, role play and everyday experiences.	Themes recur so emotional language, independence, cooperation and understanding deepen over time.	Adults model kindness, name feelings and support children to explain needs and consider others.	Different families, strengths and development are valued. Support reflects each child's needs.

Curriculum strands

Belonging & Feelings	Difference & Respect	Goals & Perseverance	Health & Safety	Relationships	Change & Independence
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Key vocabulary is indicative rather than exhaustive. Adults should revisit familiar words, model new language in context and support children to name feelings, ask for help, describe choices and understand others.



EYFS PHSCE Curriculum Map

Themes, personal development opportunities and progression emphasis

How the map should be used

The half-termly themes and objectives follow the supplied PHSCE overview. They provide a focus for adult-guided learning alongside everyday practice. Revisit feelings, friendships, safe help-seeking, healthy routines and independence throughout the year, responding to children's needs and experiences.

Nursery

Half term	Theme	Core PHSCE experiences	Progression emphasis	Links to strands
Autumn 1	Being Me in My World	Recognise familiar adults and children; begin to feel part of a group; follow simple rules and routines; name feelings and explore new experiences with support.	Belonging; recognising emotions; trusting familiar adults; growing confidence.	Belonging; Feelings; Independence
Autumn 2	Celebrating Difference	Notice similarities and differences between people; talk about families and homes; recognise that each person is unique; practise kindness and respect in play.	Positive identity; valuing differences; family awareness; kind and respectful actions.	Difference; Respect; Relationships
Spring 1	Dreams and Goals	Talk about things they enjoy and are good at; try again when something feels difficult; notice how practice helps; celebrate their own and others' achievements.	Recognising strengths; perseverance; understanding practice; shared celebration.	Goals; Perseverance; Feelings
Spring 2	Healthy Me	Name basic body parts; explore healthy choices and handwashing; talk about food, exercise and sleep; identify trusted adults who can help.	Body awareness; healthy routines; personal hygiene; knowing where to seek help.	Health; Safety; Independence
Summer 1	Relationships	Develop friendships and cooperative play; begin to share and take turns; talk about special people; resolve small disagreements with adult support.	Sharing; turn-taking; recognising caring relationships; supported problem-solving.	Relationships; Feelings; Respect
Summer 2	Changing Me / RSE	Notice changes in themselves and others; talk about growing and developing since babyhood; practise personal care and become more confident in doing things independently.	Recognising growth; describing change; personal care; growing independence.	Change; Independence; Health



Reception PHSCE Curriculum Map

Themes, personal development opportunities and progression emphasis

Reception progression

Reception revisits Nursery themes with greater emotional understanding, cooperation and independence. Adults continue to support regulation and problem-solving. Changing Me / RSE retains the supplied focus on growth, personal care, relationships and transition, taught sensitively.

Reception

Half term	Theme	Core PHSCE experiences	Progression emphasis	Links to strands
Autumn 1	Being Me in My World	Recognise themselves as valued class members; name and begin to manage feelings; understand rules, routines, rights and responsibilities; practise independence and confidence.	Belonging and self-worth; managing emotions; understanding expectations and responsibility.	Belonging; Feelings; Independence
Autumn 2	Celebrating Difference	Discuss similarities and differences; understand that everyone is special and families can look different; show empathy, celebrate others' strengths and recognise kind and unkind behaviour.	Respect and empathy; valuing families and individuality; recognising the effect of behaviour.	Difference; Respect; Relationships
Spring 1	Dreams and Goals	Identify strengths and talents; set a simple goal and discuss steps towards it; persevere through a challenge; recognise effort and celebrate achievements.	Goal-setting; resilience; purposeful practice; recognising effort as well as outcomes.	Goals; Perseverance; Independence
Spring 2	Healthy Me	Explain ways to keep the body healthy, including food, exercise and sleep; follow personal hygiene routines; recognise safe and unsafe situations and know who to ask for help.	Explaining healthy choices; independent routines; recognising concern and seeking support.	Health; Safety; Independence
Summer 1	Relationships	Discuss what makes a good friend; practise listening, sharing and cooperating; identify people who care for them; explore different relationships and ways to solve friendship problems.	Reciprocal friendships; listening to others; recognising care; resolving disagreements.	Relationships; Respect; Feelings
Summer 2	Changing Me / RSE	Explain how they have grown and changed; recognise change as part of life and that people grow at their own pace; discuss transition feelings and practise independence for Year 1.	Understanding growth; managing transition; expressing mixed feelings; readiness for change.	Change; Feelings; Independence



EYFS PHSCE Progression at a Glance

Concise progression from Nursery to Reception and readiness for Year 1

Progression focus

This overview develops the supplied Nursery and Reception objectives into a clear sequence of knowledge, skills and vocabulary. It supports Self-Regulation, Managing Self and Building Relationships. These curriculum statements guide teaching and transition and are not a separate statutory assessment checklist.

Area	Nursery	Reception	End of Reception / Year 1 readiness	Key vocabulary
Belonging, rules & responsibility	Recognises familiar adults and children. Begins to belong to a group and follow simple rules and routines.	Feels valued in class. Explains familiar rules, rights and responsibilities; contributes with growing confidence.	Participates in class life, follows routines and explains why rules help people learn and feel safe.	belong, class, rule, routine, right, responsibility
Feelings & self-regulation	Begins to name feelings and recognise emotions. Seeks comfort and support from a familiar adult.	Recognises feelings and begins to manage emotions. Uses adult-modelled strategies and considers how others feel.	Expresses feelings and needs; uses a familiar calming strategy with adult support and begins to manage responses.	feeling, happy, sad, angry, worried, calm
Difference, identity & respect	Notices similarities and differences. Talks about family and home; begins to show kindness and respect.	Understands people are different and special and families vary. Shows empathy and recognises kind and unkind behaviour.	Describes similarities and differences respectfully and shows kindness in everyday interactions.	same, different, family, special, kind, respect
Goals & perseverance	Talks about interests and strengths. Begins to persevere and notices that practice helps improvement.	Identifies strengths, sets simple goals and describes steps. Perseveres and celebrates effort and achievement.	Attempts a challenge, tries another approach or asks for help, and recognises personal effort and progress.	goal, strength, practise, effort, try, achieve
Health, safety & help-seeking	Names basic body parts. Explores food, exercise, sleep and washing; identifies trusted adults who help.	Explains healthy choices and hygiene routines. Recognises safe and unsafe situations and knows who to ask for help.	Manages hygiene routines, explains healthy habits and asks for help when worried or unsafe.	healthy, body, clean, sleep, safe, trusted adult
Relationships & cooperation	Develops friendships; begins to share and take turns. Names special people and resolves disagreements with adult help.	Describes a good friend and caring relationships. Listens, shares, cooperates and tries ways to solve friendship problems.	Plays cooperatively, takes turns and considers others. Uses words or adult help to resolve disagreements.	friend, care, listen, share, turn, cooperate
Change, care & independence	Notices growth since babyhood. Talks about changes and develops confidence in personal care.	Understands growth and change, including different rates. Talks about transition feelings and practises independent routines.	Describes growth and change; manages familiar self-care and transition routines with appropriate support.	grow, change, baby, independent, care, transition

Implementation note: Progress is individual and depends on context and support. Look for growing confidence, emotional understanding, cooperation and independence over time. Children may still need adult help with regulation, conflict or change.



Using the EYFS Progression Document

Planning, provision, assessment and transition

Planning from the progression

1 CHECK PRIOR EXPERIENCE Identify familiar routines, relationships and emotional language, valuing different family experiences.	2 MODEL THE NEW STEP Name feelings, model a helpful phrase or demonstrate a routine, then practise together.	3 PLAN FOR PROVISION Use stories, puppets, role play, cooperative games and daily routines to revisit learning.
4 ASSESS PROCESS Notice how children express needs, manage routines, cooperate and seek help across everyday contexts.	5 BUILD LANGUAGE Model words for feelings, choices and relationships; allow time and different ways to communicate.	6 SUPPORT INDEPENDENCE Use visual prompts, manageable steps and adult support, reducing help as confidence grows.

What progression should look like in children's learning

KNOW MORE Recognises feelings, routines and ways to stay well.	DO MORE Manages routines and cooperates confidently.	CHOOSE MORE Chooses a helpful strategy.	EXPLAIN MORE Expresses needs and choices.	IMPROVE MORE Tries again and learns.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can children express feelings, identify support and explain a helpful choice?	PROCESS & OUTCOMES Do observations show growing independence, cooperation and perseverance over time?	PROVISION & TEACHING Are relationships, routines and emotional language consistently modelled and supported?	TRANSITION Are strengths, helpful strategies and support needs shared with the next teacher?
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End-of-Reception readiness for Year 1 PHSCE

BELONGING & FEELINGS Participates in class life, names feelings and seeks support to manage them.	DIFFERENCE & RESPECT Recognises individuality, values different families and shows kindness and empathy.	GOALS & PERSEVERANCE Sets a simple goal, practises, tries again and recognises effort and achievement.
HEALTH & SAFETY Explains healthy habits, follows hygiene routines and asks trusted adults for help.	RELATIONSHIPS Listens, shares, cooperates and uses support to solve friendship difficulties.	CHANGE & INDEPENDENCE Describes growth, shares feelings about change and practises independent routines.

Read alongside the PHSCE long-term overview, EYFS planning, continuous-provision plan, assessment evidence and whole-school PHSCE progression. Use observations and family dialogue sensitively; children should not be required to share private experiences in a group.