Reception PSHE Coverage Autumn 1

Me and My Relationships

|  |  |
| --- | --- |
| All about me |  * Talk about their own interests.
* Talk about their families.
* Talk about how they are the same or different to others.
 |
| What makes me special | * Share their favourite interests and objects.
* Talk about themselves positively.
* Listen to what others say and respond.
 |
| Me and my special people | * Talk about the important people in their lives.
* Understand that we have different special people.
* Name key people outside of families that care for them.
 |
| Who can help me? | * Talk about when they might feel unsafe or unhappy.
* Name the people who will help them.
* Notice when a friend is in need at school and help them.
 |
| My feelings | * Describe different emotions.
* Explore how we feel at certain times or events.
* Identify ways to change feelings and calm down.
 |
| My feelings 2 | * Identify events that can make a person feel sad.
* Suggest ways in which they can help a friend who is sad.
* Choose ways to help themselves when they feel sad.
 |

Reception PSHE Coverage Autumn 2

Keeping Myself Safe

|  |  |
| --- | --- |
| Protective Behaviours Lesson 1Feeling Safe | * Talk about and show how they feel
* Know when they feel safe
* Know when they feel happy
 |
| Protective Behaviours Lesson 2Feeling Unsafe | * Know when they don’t feel safe
* Recognize where early warning signs are in my body
* Know it’s important to tell an adult when they don’t feel safe
 |
| Protective Behaviours Lesson 3Body Awareness | * Name all the parts of their body including parts which are private - penis, vulva, vagina, anus, bottom, breast, nipples
* Know what touches they do and don’t like
* Know to tell someone if they don’t like the way someone touches them
 |
| Protective Behaviours Lesson 4Networks and Telling | * Say when they need help and know who to ask
* Understand that if they are worried about something they can talk to a trusted adult
 |
| What’s Safe to Go on To My Body? |  * Name things that keep their bodies safe.
* Name things that keep their bodies clean and protected.
* Think about how to recognise things that might not be safe.
 |
| What’s Safe to go Into My Body? | * Make safe decisions about items they don’t recognise.
* Talk about what our bodies need to stay well.
* Name the safe ways to store medicine and who can give it to children (adults).
 |
| Safe Indoors and Outdoors | * Name potential dangers, both inside and outside, and how to avoid getting hurt
* Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules
* Talk about how to keep their bodies safe
 |
| Keeping Safe Online | * Share ideas about activities that are safe to do on electronic devices.
* What to do and who to talk to if they feel unsafe online.
 |

Reception PSHE Coverage Spring 1

Valuing Difference

|  |  |
| --- | --- |
| I’m Special, You’re Special | * Describe their own positive attributes.
* Share their likes and dislikes.
* Listen to and respect the ideas of others.
 |
| Same and Different | * Recognise the similarities and differences amongst their peers.
* Discuss why differences should be celebrated.
* Retell a story.
 |
| Same and Different Families | * Talk about their family, customs and traditions.
* Listen to others talk about their experiences.
* Compare their own experiences with those of others.
 |
| Same and Different Homes | * Recognise the similarities and differences between their home and those of others.
* Talk about what makes their home feel special and safe.
* Be sensitive towards others.
 |
| I am Caring |  * Suggest ways in which we can be kind towards others.
* Demonstrate skills in cooperation with others.
 |
| I am a Friend | * Show friendly behaviour towards a peer.
* Build relationships with others.
 |

Reception PSHE Coverage Spring 2

Rights and Responsibilities

|  |  |
| --- | --- |
| Looking After My Special People | * Name the special people in their lives.
* Understand that our special people can be different to those of others.
 |
| Looking After my Friends | * Talk about why friends are important and how they help us.
* Identify ways to care for a friend in need.
* Identify ways to help others in their community.
 |
| Being Helpful At Home and Caring For Our Classroom | * Identify ways in which they help at home.
* Recognise the importance of taking care of a shared environment.
* Name ways in which they can look after their learning environment.
 |
| Caring For Our World | * Think about what makes the world special and beautiful.
* Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less.
* Talk about what can happen to living things if the world is not cared for.
 |
| Looking After Money – Recognising, Spending, Using |  * Recognise coins and other items relating to money.
* Identify the uses of money.
 |
| Looking After Money – saving money and keeping it safe | * Talk about why it’s important to keep money safe.
* Identify ways to save money.
* Talk about why we save money.
 |

Reception PSHE Coverage Summer 1

Being My Best

|  |  |
| --- | --- |
| Bouncing Back When Things Go Wrong | * Share an experience where they haven’t achieved their goal.
* Develop their confidence and resilience towards having a growth mindset.
* Name a strategy to overcome a hurdle.
 |
| Yes I Can | * Recognise that some skills take time to learn.
* Plan and review an achievable goal.
* Celebrate the successes of their peers
 |
| Healthy Eating | * Name and choose healthy foods and drink.
* Understand there are some foods that are a “just sometimes” food or drink (eating in moderation).
* Explain the jobs of different food groups.
 |
| My Healthy Mind | * Identify the 5 ways to support their wellbeing.
* Name some activities or ideas to promote positive mental health.
* Reflect on their mental health and how they can protect it.
 |
| Move Your Body |  * Describe the changes in their body during exercise and what is happening to their body.
* Explain how exercise can help us stay well - physically and mentally.
* Name some ways to keep their body fit and well.
 |
| A Good Night’s Sleep | * Understand why our body needs sleep.
* Talk about their own bedtime routine.
* Suggest ways to have a calm evening and bedtime routine.
 |

Reception PSHE Coverage Summer 2

Growing and Changing

|  |  |
| --- | --- |
| Seasons | * Name the different seasons and describe their differences.
* Explain the changes that occur as seasons change.
* Talk about how they have grown in resilience.
 |
| Life Stages | * To understand that animals and humans change in appearance over time.
* Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).
* Make observations and ask questions about living things.
 |
| Life Stages | * Retell a story and respond to questions about it.
* Use the language and describe the different life stages of: baby, child, teenager, adult, older age.
* Talk about their own experience of growing up.
 |
| Different families | * Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy.
* Understand that every family is different.
* Talk about similarities and differences between themselves and others.
 |
| Getting Bigger |  * Talk about how they have changed as they have grown.
* Explain the differences between babies, children, and adults.
* Understand that we are all unique.
 |