Reception PSHE Coverage Autumn 1

Me and My Relationships

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| 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

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| Protective Behaviours Lesson 1  Feeling Safe | * Talk about and show how they feel * Know when they feel safe * Know when they feel happy |
| Protective Behaviours Lesson 2  Feeling 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 3  Body 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 4  Networks 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

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| 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

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| 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

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| 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

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| 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. |