


Reception PSHE Long Term Plan

Term PSHE Topic	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key vocabulary	Relationship, family, love, care, security, healthy	Friend, share, community, cooperate, safe, unsafe	Sad, angry, worried, zones, regulation, blue, green, yellow, red, manage	Environment, refuse, planet, World, reuse, recycle, planet, different, positive, reduce	Healthy, unhealthy, germs, hazard, self-care, medicine, screen time, exercise.	Online, permission, safety, parental controls, positive, negative, respectful, safe, rules	Responsibility, Ready, Respectful, Safe, manners, self-respect
PSHE Substantive knowledge	<p>To be able to identify what a relationship is.</p> <p>To be able to know what makes a healthy relationship at home.</p> <p>To be able to know what makes a healthy relationship at school.</p>	<p>To be able to identify what makes a good friend.</p> <p>To be able to share with my friends.</p> <p>To be able to play co-operatively with my friends on the playground.</p>	<p>To be able to talk about how we are feeling (sad, angry, worried) linked to Zones of regulation.</p> <p>To be able to identify which zone relates to how I am feeling.</p>	<p>To know how I can make a positive impact in my home environment.</p> <p>To recognise how I can make a positive difference to my school by reusing and recycling.</p> <p>To know how we all can make a difference to our local environment and our wider world.</p>	<p>To know what we need to keep a healthy lifestyle. (Hazard, safety in the home)</p> <p>To be able to know how to wash our hands properly.</p> <p>To be able to use self care techniques in order to develop a positive sense of self.</p>	<p>To know what it means to be online.</p> <p>To be able to recognise the positive and negative aspects of being online.</p> <p>To know how to be respectful online.</p>	<p>To be able to talk about how we can be responsible at home.</p> <p>To be able to talk about how we can be responsible at school using (ready, respectful, safe)</p> <p>To be able to talk about how we can be responsible in our local community and wider world.</p>

	<p>Development Matters</p> <p>Build constructive and respectful relationships</p>	<p>Development Matters</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Development Matters</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Development Matters</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>Development Matters</p> <p>See themselves as a valuable individual.</p>	<p>Development Matters</p> <p>To manage their own needs.</p> <p>-Personal hygiene</p> <p>To know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Development Matters</p> <p>Think about the perspectives of others.</p>
<p>High Quality Texts</p>				 	 		

Key Learning linked to PSED – Self-Regulation

Express feelings	Communication	Respond	Understand Feelings	Manage Feelings and Behaviour
<p>Show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.</p>	<p>Make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar. Recall experiences, initiate an apology when appropriate.</p>	<p>Follow instructions, requests, and ideas in a range of contexts and situations.</p>	<p>Talk about and discuss with others how they feel; explain why they are experiencing particular feelings</p>	<p>Understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems.</p>
Understand how others feel		Active Learning		
<p>Show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>		<p>Engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress.</p>		

Key Learning linked to PSED – Building Relationships

Build Friendships	Work Together	Use Language	Social Skills	Recognise the needs of others	Communication
<p>Engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.</p>	<p>Understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.</p>	<p>To negotiate, co-operate, plan and organise play, resolve conflict.</p>	<p>Observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.</p>	<p>Show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>	<p>Use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.</p>

Key Learning linked to PSED – Managing Self

Self Awareness	Working Together	Independence	Confidence	Responsibility	Communication	Self-Care
<p>Know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others</p>	<p>Understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration.</p>	<p>Select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.</p>	<p>Try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p>	<p>Take care of their own belongings, take care of the belongings of others and class resources.</p>	<p>Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review.</p>	<p>Eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings.</p>
Safety		Keeping Healthy	Vocabulary	Communication		
<p>Understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety</p>		<p>Knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy</p>	<p>Use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.</p>	<p>Communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults.</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Education Programme</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> • Playing and exploring - children investigate and experience things, and ‘have a go’ • Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Learning Goal</p>	<p>Children at the expected level of development will: -Self Regulation- 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.</p> <p>Children at the expected level of development will: -Managing Self- 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.</p> <p>Children at the expected level of development will: -Building Relationships- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>