

The PSHE Curriculum Autumn Term Reception Class

Beginning and Belonging

This unit explores how all children are uniquely special and helps them to understand both their own needs and the needs of others in their class and school. They engage in activities to develop their own interpersonal skills and ability to form and maintain relationships with others, as well as learning about codes of behaviour and the need for rules to protect their own and other people's rights.

Children learn:

- About their likes and dislikes and how these can be the same and different from other people.
- To wait for what they want.
- To give focused attention to the teacher and other adults in school.
- To follow instructions containing several ideas or actions.
- To talk about rules and why we have them in school.
- To follow simple rules.
- To identify appropriate and inappropriate behaviour in school.

Key texts: *I Like Bees I Don't Like Honey, Big Bob Little Bob, The Littlest Yak, Almost Anything, I Am Too Absolutely Small for School, Hello Friend, Mr Gumpy's Outing, Perfectly Polite Penguins, The Elephant and the Bad Baby, I Want My Dinner, Goldilocks and the Three Bears*

Valuing difference

In this unit supports children to learn about why everyone is special and what makes people's individual identities.

Children learn:

- To describe some aspects of their identity and recognise some similarities and differences between themselves and others.
- To name things that are important to themselves and their families.
- To describe aspects of their daily family life and note differences in their peers' families.
- To describe some aspects of life in other countries and how this is the same and different to their own country.
- To talk about someone else's daily life or family with interest.
- To describe a different way of celebrating a significant event or belief.

Key texts: *Love Makes a Family, We Are a Family, My World Your World, Wake Up World, All Are Welcome Here, Suki's Kimono, Susan Laughs, Elmer, The Best Diwali Ever*

Families and Other Special People, and Developing Friendship Skills

Children learn:

- To identify who is special to them and what makes them special.
- To be able to say who is in their family and how their family care for one another.
- To understand what a friend is and what a friend might do.
- To know some ways to make friends.
- To know how to respect their own needs and those of others.
- Some simple strategies to repair friendships after falling out.
- To understand how their actions may affect others.
- To recognise some forms of unkind behaviour and what to do if someone is unkind.

Key texts: *The Big Family Book, The Great Big Book of Families, The Gotcha Smile, Meesha Makes Friends, The Sandwich Swap, Don't Touch My Hair, No David!, And Tango Makes Three, Mommy Mama and Me, Daddy Papa and Me*

Understanding Feelings, Managing Feelings and Coping with Difficulties

Children learn:

- To name some feelings and explain why they might be experiencing them.
- To describe how they or others might show their emotions through their face, body or behaviour.
- To give some examples of changes or losses they might experience now or in the future.
- To describe who they might approach for help when they are experiencing uncomfortable emotions.
- To describe things they can do to help themselves and others to feel better.

Key texts: *How Do You Feel? We're Going on a Bear Hunt, The River, What Makes Me Happy, My Big Shouting Day, Dogger, No Longer Alone, The Friendship Bench, The Cloud, The Rabbit Listened, The Dot, Splash*

The PSHE Curriculum Spring Term Reception Class

Citizenship

The aim of this unit is to develop children's knowledge of the world around them, what it means to be a member of a community, and developing a notion of collective responsibility.

Children learn:

- To name some of the people who keep them safe in school.
- To describe things they like about the environment and suggest ways to take care of it.
- To talk about or demonstrate how they and their family take care of their home or outdoor space.
- To identify and describe features of their local neighbourhood.
- To identify people who work in their neighbourhood and how they help others in their job.
- To observe the natural environment and understand how to look after it.
- To say what plants and animals need to grow and survive.
- To say what people use money for and how they spend it.

Key texts: [Start Up Citizenship: Improving Our School Grounds](#), [Start Up Geography: Our Journey to School](#), [The Jolly Postman](#), [Start Up Geography: Jobs People Do](#), [Oi! Get Off Our Train](#), [Start Up Geography: Rubbish and Recycling](#), [Jasper's Beanstalk](#), [I Completely Know About Guinea Pigs](#), [Start Up Citizenship: Animals and Us](#), [Going Shopping](#)

Healthy and Safer Lifestyles

This unit focuses on development of children's awareness, knowledge and understanding of the importance of being healthy and of the range of factors which contribute to maintaining their health.

Children learn:

- To explain how their body needs sleep, exercise and food to stay healthy.
- To talk about some foods that they like and dislike.
- That different people like different foods.
- To recognise the Eatwell Guide and be able to sort some foods into it.
- That different foods help their bodies in different ways.
- Which foods make up a healthy meal.
- To give examples of some types of exercise that they enjoy.
- To explain why exercise is good for their bodies.
- To describe their bedtime routine.
- To explain why sleep is important for them.

Key texts: *The Hospital Dog, Which Food Will You Choose?, You Choose, I Will Not Ever Never Eat a Tomato, I Am Not Sleepy and Will Not Go to Bed, Peace at Last*

The PSHE Curriculum Summer Term Reception Class

My Body and Growing Up

This unit is designed to support children in learning how to value and appreciate their own and other people's bodies.

Children learn:

- to recognise and name external parts of the body including using scientific names for the external sexual parts of the body
- to recognise and appreciate similarities and differences between bodies, including those between girls and boys.
- to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives.
- to develop basic hygiene routines, including toileting and washing the importance of good hygiene and cleanliness for preventing the spread of disease.
- to analyse their own role in developing positive, responsible and caring attitudes.
- to recognise areas where they still need support from others to ensure their personal needs are met and to be aware of the adults who provide this care.

Key Texts: *The Growing Story, Who Has What?, All Kinds of Bodies, I Don't Want to Wash My Hands, Time to Get Out of the Bath Shirley, Cleversticks, Peepo, Looking After Daddy, ABC What Can I Be?, Love Makes a Family*

Healthy and Safer Lifestyles (incl. Drug Education)

In this unit children will explore what feeling safe means.

Children learn:

- to make a Safety Circle where they will identify the people who can help them, including people in different contexts in their lives.
- to develop skills to enable them to access help and support as well as learning how to help others.
- to explore different kinds of touches, both good and bad, and the names of intimate body parts and understand that if they are touched in any of these areas, they must tell someone on their Safety Circle.

- about the NSPCC Pantosaurus 'PANTS' rule:
 - Pants are private
 - Always remember your body belongs to you
 - No means no
 - Talk about secrets that upset you
 - Speak up, someone can help
- about different types of secrets; saying no and who to tell if they have a worry.
- to identify potential risks to their safety and develop an understanding of how they can take some responsibility for their own safety in different contexts, including examining the need for safety rules in order to keep themselves and others safe. This includes when they are out and about which will include exploring safe and unsafe places to play, learning basic road safety skills and how to keep themselves safer when they are lost and have become separated from a parent/carer.
- to consider their personal safety when using technology.
- about the potential dangers of both known and unknown substances, including what goes into and on to their bodies, who puts it there and how they feel about this. They will learn about the role of medicines and look at rules for the safe use of medicines.

Key texts: *Giraffes Can't Dance*, *The Bear Who Went Boo!*, *Can't You Sleep Dotty?*, *A Present for Paul*, *Stay Safe on the Road*, *Mary's Secret*