



Caversham Park Primary School

Reception Curriculum

Personal Social, Emotional Development: PSHE / RSHE

Key Knowledge:

- Everyone is unique and special, including me
- People have a range of feelings that can affect them and that it is ok to have different feelings.
- Showing sensitivity to the needs, feelings and opinions of others can help me build positive relationships with adults and other children
- Sometimes my own or other's behaviours have consequences, and some behaviour is unacceptable
- Know that problems and difficulties can be resolved and mistakes are an important part of learning
- Understand the importance of managing their own personal hygiene
- Know some ways of keeping healthy.
- If they are worried or hurt, they know who they can go to for help
- Know what safe and unsafe means in relation to places and experiences
- Your body belongs to you and is to be treated with respect by yourself and others
- Know that bodies change as people group

Key Skills

- Talk about what makes them special and unique (interests, abilities, family members and culture)
- Identify and describe people who are special to them (including family, friends, school)
- Identify their own feelings and consider the feelings of others
- Express and regulate their own feelings socially and emotionally
- Talk about the perspective of others
- Show resilience and perseverance in the face of challenge
- Meet their own needs with regard to personal hygiene (e.g. handwashing)
- Talk about the different factors that support their overall health and wellbeing (including regular exercise, healthy eating, good sleep routine, toothbrushing, balanced screen time, being a safe pedestrian)
- Ask for help if/when they are worried or hurt
- Identify and sequence life stages baby, child, adult, elderly)
- Show respect for their own body and others (consent: 'following the pants rule')

Vocabulary:

- Family: Mum, dad, brother, sister, grandma, grandad, aunt, uncle, cousin, carer, step mum, step dad
- Feelings: happy, sad, upset, angry, worried, comfortable, uncomfortable, hurt
- Teacher, police officer, nurse, doctor, fire fighter.
- Trust, safe, unsafe, privacy, private body parts, body, No, ask, permission
- Belong, group, help, care, job, pet, environment, litter
- Healthy/Unhealthy food, sports, exercise, body, head, shoulders, knees, toes, hands, wrists, arms, legs, ankles, knees, heart, lungs, germs, clean, bedtime, sleep, rest, exercise
- Body, forehead, eye, ear, mouth, tongue, nose, shoulder, arm, hand, finger, leg, knee, foot, toe, chest, stomach, change, grow, baby, child, adult, elderly, healthy, unhealthy, celebrate, achievement, memory
- Life stages, baby, child, adult, elderly

Literature:

- My Mum and Dad Make me Laugh by Nick Sharratt
- Usborne All About Feelings by Felicity Brooks & Frankie Allen
- Hug by Jez Alborough
- Listening to my body by Gabi Garcia
- When I grow up by Andrew Daddo & Jonathan Bentley
- Germs are not for sharing by Elizabeth Verdick
- Tell me what its like to be big by Joyce Dunbar
- Ruby's worry by Tom Percival

Enrichment:

- Special days e.g. grandparents afternoon, father's day breakfast, children in need
- NSPCC visit
- Outside visitors - e.g. a parent with a new baby, a professional from the local community (local PCO, nurse etc)
- Celebrate Antibullying week and World Kindness Day
- BNF Healthy Eating Week
- ROC visit @ Clayfield Copse
- Farm trip

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| <p>Adult Directed:</p> <ul style="list-style-type: none"> • Regularly share stories and books that link to PSED and encourage children to talk about • Whole class and small group adult directed sessions as appropriate. • Use a story to 'hook' into discuss a particular topic in PSHE sessions • Use persona dolls or soft toys with a small group to learn about social interaction, relationships and personal safety • Assemblies as appropriate • Adults supporting managing own needs and developing as appropriate, e.g. eating at lunchtime, washing hands. | <p>Continuous Provision:</p> <ul style="list-style-type: none"> • Calm corner • Feelings and emotions displayed • PSHE/RSHE related books in book corner to support the unit being taught • Adult supporting the children int heir play to work co-operatively, follow rules, understand and manage feelings and behaviours etc. • Visual prompts for self-care and personal hygiene in the toilets • Wendy house • Opportunities for collaborative play in all areas of the environment | <p>Enhanced Provision:</p> <ul style="list-style-type: none"> • Home corner/hospital/vets role play area term 1 and 2 • Transition activities • Internet safety days |
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Assessment (ELGs)

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| <p>Communication and language:</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Understanding the World:</p> <p>Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society | <p>Personal, Social and Emotional Development:</p> <p>Self-regulation</p> <ul style="list-style-type: none"> • 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>Managing self</p> <ul style="list-style-type: none"> • 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>Building relationships</p> <ul style="list-style-type: none"> • 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 |
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Progression

Autumn

Spring

Summer

Relationships (Families, friends and people who care for me)

- There are special people in our lives at home and at school
- People are special for different reasons
- That my behaviour affects others
- That I can help people that are important to me
- That there are people who can help me when I need it
- There are a range of feelings and some are comfortable and some are uncomfortable
- Our bodies can tell us how we are feeling

Respectful relationships on and offline

- there are things that I am good at and enjoy doing
- everyone is unique and special, including me
- we should work cooperatively and be respectful towards others
- my feelings and emotions can be managed positively
- sometimes my own or other's behaviours have consequences and some behaviour is unacceptable
- showing sensitivity to the needs and feelings of others can help me build positive relationships with adults and other children

Keeping safe

- what being safe or unsafe means in relation to my own experiences
- know where I feel safe
- know who I can trust and go to if I feel worried or frightened
- that my body can tell me how I am feeling
- that my body belongs to me
- what private means and which body parts should be kept private
- what permission means
- how to ask for or give permission
- types of touch can affect my feelings and I can say no to touch makes me feel uncomfortable or unsafe

Belonging to a community

- about examples of rules in different situations, e.g. class rules, rules at home, rules outside
- that different people have different needs
- how we care for people, animals and other living things in different ways
- how recycling is a good way of looking after the environment
- Strengths and interests; jobs in the community
- that everyone has different strengths, in and out of school
- about how different strengths and interests are needed to do different jobs
- about people whose job it is to help us in the community
- about different jobs and the work people do

Physical Health and Mental Wellbeing

- there are many different types of exercise
- exercise makes changes to our bodies e.g. fast heartbeat, breathing
- exercise is good for our bodies
- our bodies need sleep and rest
- there are healthy and unhealthy foods
- healthy foods are good for our bodies
- germs are bad for the body and are not for sharing
- there are different ways of keeping ourselves and others clean
- our bodies need to be protected from the sun

Growing and Changing

- names of basic body parts and what they are for
- healthy foods can help our bodies to be healthy and happy
- keeping active can help us feel healthy and happy
- it is important to look after our bodies
- our bodies change as we grow from a baby to an adult
- there are things I couldn't do when I was a baby that I can do now
- there are lots of different feelings we might have when we are moving class
- achievements are to be celebrated
- experiences give us memories of the past