



Nursery - PSHRE



	<u>Core 1 - HEALTH AND WELLBEING</u>	<u>Core 2 - RELATIONSHIPS</u>	<u>Core 3 - LIVING IN THE WIDER WORLD</u>
22-36 months	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (S1 22-36)</p> <p>Beginning to be independent in self-care needs, but still often needs adult support. (HS6)</p> <p>Beginning to recognise danger and seeks support of significant adults for help. (HS4)</p> <p>Seeks comfort from familiar adults if needed. (MF1)</p> <p>Can express their own feelings such as sad, happy, cross, worried, scared. (MF2)</p> <p>Responds to the feelings and wishes of others. (MF3)</p> <p>Aware that some actions can hurt or harm others. (MF4)</p> <p>Tries to help or give comfort when others are distressed. (MF5)</p> <p>Shows understanding and cooperates with some boundaries and routines. (MF6)</p> <p>Can inhibit own actions/behaviours. (MF7)</p> <p>Growing ability to distract self when upset. (MF8)</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others. (PC4)</p> <p>Separates from main carer with support and encouragement from a familiar adult. (SCSA1 22-36)</p> <p>Expresses own preferences and interests. (SCSA2 22-36)</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (S1 22-36)</p> <p>Interested in others' play and starting to join in. (MR1 22-36)</p> <p>Seeks out others to share experiences. (MR2 22-36)</p> <p>Shows affection and concern for people who are special to them. (MR3 22-36)</p> <p>May form a special friendship with another child. (MR4 22-36)</p> <p>Has a sense of own immediate family and relations. (PC1 22-36)</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background. (PC2 22-36)</p> <p>Beginning to have their own friends. (PC3 22-36)</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others. (PC4 22-36)</p> <p>Separates from main carer with support and encouragement from a familiar adult. (SCSA1 22-36)</p> <p>Expresses own preferences and interests. (SCSA2 22-36)</p> <p>Seeks comfort from familiar adults if needed. (MF1)</p> <p>Can express their own feelings such as sad, happy, cross, worried, scared. (MF2)</p> <p>Responds to the feelings and wishes of others. (MF3)</p> <p>Aware that some actions can hurt or harm others. (MF4)</p> <p>Tries to help or give comfort when others are distressed. (MF5)</p> <p>Can inhibit own actions/behaviours. (MF7)</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (S1 22-36)</p> <p>Enjoys playing with small-world models. (TW1 22-36)</p> <p>Notifies detailed features of objects in their environment. (TW2 22-36)</p> <p>Has a sense of own immediate family and relations. (PC1 22-36)</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background. (PC2 22-36)</p> <p>Beginning to have their own friends. (PC3 22-36)</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others. (PC4 22-36)</p> <p>Seeks to acquire basic skills turning on and operating some ICT equipment. (T1 22-36)</p> <p>Expresses own preferences and interests. (SCSA2 22-36)</p>



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30-50 months	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Can tell adults when hungry or tired or when they want to rest of play (HS1 30-50)</p> <p>Can usually manage washing and drying hands (HS5 30-50)</p> <p>Observes the effects of activity on their bodies (HS2 30-50)</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. (MF1 30-50)</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others (MF2 30-50)</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met (MF3 30-50)</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine (MF4 30-50)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (PC5 30-50)</p> <p>Values and welcomes praise for what they have done. (SCSA2 30-50)</p> <p>Understands that equipment and tools have to be used safely (HSC3 30-50)</p>	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (MR1 30-50)</p> <p>Initiates play, offering cues to peers to join them (MR2 30-50)</p> <p>Keeps play going by responding to what others are saying or doing (MR3 30-50)</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (MR4 30-50)</p> <p>Shows interest in the lives of people who are familiar to them. (PC1 30-50)</p> <p>Remembers and talks about significant events in their own experience. (PC2 30-50)</p> <p>Recognises and describes special times or events for family or friends. (PC3 30-50)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (PC5 30-50)</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations. (SCSA 4 30-50)</p> <p>Confident to talk to other children when playing, and will communicate freely about home and community (SCSA5 30-50)</p> <p>Shows confidence in asking adults for help. (SCSA6 30-50)</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. (MF1 30-50)</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (MF2 30-50)</p>	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (TW1 30-50)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (TW2 30-50)</p> <p>Shows care and concern for living things and the environment. (TW5 30-50)</p> <p>Shows interest in the lives of people who are familiar to them. (PC1 30-50)</p> <p>Remembers and talks about significant events in their own experience. (PC2 30-50)</p> <p>Recognises and describes special times or events for family or friends. (PC3 30-50)</p> <p>Shows interest in different occupations and ways of life. (PC4 30-50)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (PC5 30-50)</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (T2 30-50)</p> <p>Knows that information can be retrieved from computers (T4 30-50)</p> <p>Welcomes and values praise for what they have done. (SCSA2 30-50)</p> <p>Shows interest in different occupations and ways of life. (PC4 30-50)</p>
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Nursery Topic Coverage

HS6, HS5, HS4, MF1, MF2, MF3, MF4, MF5, MF6, MF7, MF8, SCSA1, SCSA2, SCSA6, S1, MR1, MR2, MR3, MR4, PC1, PC2, PC4, TW1, TW2	HS6, HS5, HS4, MF1, MF2, MF3, MF4, MF5, MF6, MF7, MF8, SCSA1, SCSA2, S1, S3, MR1, MR2, MR3, MR4, PC1, PC2, PC3, PC4, TW1, T1	MR1, MR3, MR4 PC3, PC5 S3 HS1, HS2, HS3 MF1, MF2, MF4 SCSA2, SCSA4 T4	S3, HS1, HS2, MF1, MF3, MF4, MR2, TW1, PC4	MR1, MR3, MR4, HS2 MF1, MF3, HSC3, PC1, PC2, PC3, PC4, PC5, SCSA4, SCSA5, TW1, T4	HS2, MF1, MF4, MR2, PC3, TW2, TW5 T4
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Vocabulary – Subject Specific

Engage with, Talk about, Explore, Listen to, Find out about

Vocabulary - Topic Specific

Responsibilities Myself Talents Families Home Friends Challenges Jobs Help Exercise Healthy food Sleep Clean Bodies Fun Fears Growth Family life Friendship Falling out	Responsibilities Myself Talents Families Home Friends Challenges Jobs Help Exercise Healthy food Sleep Clean Bodies Fun Fears Growth Family life Friendship Falling out	Responsibilities Myself Talents Families Home Friends Challenges Jobs Help Exercise Healthy food Sleep Clean Bodies Fun Fears Growth Family life Friendship Falling out	Responsibilities Myself Talents Families Home Friends Challenges Jobs Help Exercise Healthy food Sleep Clean Bodies Fun Fears Growth Family life Friendship Falling out	Responsibilities Myself Talents Families Home Friends Challenges Jobs Help Exercise Healthy food Sleep Clean Bodies Fun Fears Growth Family life Friendship Falling out	Responsibilities Myself Talents Families Home Friends Challenges Jobs Help Exercise Healthy food Sleep Clean Bodies Fun Fears Growth Family life Friendship Falling out
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I will learn...

- How to say when I am hungry and I need to rest.
- How to use the toilet independently and help with my clothes when getting dressed.
- How to communicate with other children confidently and be confident in new situations.
- That I can ask for help when it is needed.
- That some actions and words can hurt the feelings of others and know how I am feeling.
- How to share the resources and toys with my friends.
- How to talk about times and events that are special to me and my family.
- How to talk about special experiences.
- How to welcome and value praise for the things that I do.
- How to play in a group, extending my play ideas and build up a role play with my friends.
- That technological toys can be used in different ways and that things like cameras and mobile phones are still technology that I can use for different things.

- That activity and exercise has an effect on my body.
- How to help with my clothes when getting dressed.
- How to communicate with other children confidently and be confident in new situations.
- That I can ask for help when it is needed.
- That some actions and words can hurt the feelings of others and know how I am feeling.
- How to share the resources and toys with my friends.
- How to talk about times and events that are special to me and my family.
- How to talk about special experiences.
- How to express my interest about familiar people.
- That there are different occupations and that lots of these people help me in different ways.
- That I have similarities and differences to my friends and family.
- How to talk about the things I know about the living and natural world.
- How to talk about plants and animals and things I have observed.
- That I need to show concern and care for living things and how to talk about changes and growth.
- That things work in different ways and all for different reasons.
- How to welcome and value praise for the things that I do.
- How to play in a group, extending my play ideas and build up a role play with my friends.
- That technological toys can be used in different ways and that things like cameras and mobile phones are still technology that I can use for different things.
- That there are many different occupations that people do and that each one is important.

- How to say when I am hungry and I need to rest.
- How to use the toilet independently and help with my clothes when getting dressed.
- How to communicate with other children confidently and be confident in new situations.
- That I can ask for help when it is needed.
- That some actions and words can hurt the feelings of others and know how I am feeling.
- How to share the resources and toys with my friends.
- How to talk about times and events that are special to me and my family.
- How to talk about special experiences.
- How to welcome and value praise for the things that I do.
- How to play in a group, extending my play ideas and build up a role play with my friends.
- That technological toys can be used in different ways and that things like cameras and mobile phones are still technology that I can use for different things.