



# Reception - PSHRE



	<u>Core 1 - HEALTH AND WELLBEING</u>	<u>Core 2 - RELATIONSHIPS</u>	<u>Core 3 - LIVING IN THE WIDER WORLD</u>
<b>40-60 months</b>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Eats a healthy range of foodstuffs and understands need for variety of food. (HS1 40-60)</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (HS3 40-60)</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them (MF1 40-60)</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting (MF2 40-60)</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy (MF3 40-60)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (S4 40-60)</p> <p>Can describe self in positive terms and talk about abilities (SCSA2 40-50)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (S4 40-60)</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (HSC4 40-60)</p> <p>Shows understanding of how to transport and store equipment safely (HSC5 40-60)</p> <p>Practices some appropriate safety measures without direct supervision (HSC6 40-60)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Initiates conversations, attends to and takes account of what others say. (MR1 40-60)</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others. (MR2 40-60)</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. (MR3 40-60)</p> <p>Enjoys joining in with family customs and routines. (PC1 40-60)</p> <p>Confident to speak to others about own needs, wants, interests and opinions. (SCSA1 40-60)</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (MF1 40-60)</p> <p>Aware of boundaries set, and of behavioural expectations in the setting. (MF2 40-60)</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (MF3 40-60)</p> <p>Practices some safety measures without direct supervision. (HS6 40-60)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting. (MF2 40-60)</p> <p>Enjoys joining in with family customs and routines. (PC1 40-60)</p> <p>Uses ICT hardware to interact with age-appropriate computer software. (T2 40-60)</p> <p>Beginning to use everyday language related to money. (SSM8 40-60)</p> <p>Can describe self in positive terms and talk about abilities. (SCSA2 40-60)</p>



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<b>Early Learning Goal</b>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (HS ELG)</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (MF ELG)</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (MR ELG)</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (MF ELG)</p> <p>Children know the importance for good health of exercise, and healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (HS ELG)</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak to a familiar group, will talk about their ideas, and choose resources they need for their chosen activities. They say when they do or don't need help. (SCSA ELG)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, among families, communities &amp; traditions. (PC ELG)</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (TW ELG)</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (MF ELG)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (PC ELG)</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (T ELG)</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (SSM ELG)</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. (SCSA ELG)</p>
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## Reception Topic Coverage

<u>Consider Yourself at Home</u>	<u>Celebrate Good Times</u>	<u>Wonderful Little Me</u>	<u>A World of Pure Imagination</u>	<u>All Creatures Great and Small</u>	<u>Let the Adventures Begin!</u>
MF1, MF2, MF3	HSC5, HSC6, MR1, PC1, SCSA1, MF1	HS1, HS3, SCSA2, MR1, MR2, SCSA1, MF1	TW ELG, PC ELG, T ELG	HS ELG, MF ELG 1, SSM ELG	SCSA ELG, MR ELG, PC ELG

### Vocabulary – Subject Specific

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

### Vocabulary - Topic Specific

<ul style="list-style-type: none"> <li>Myself</li> <li>Feelings</li> <li>Being gentle</li> <li>Talents</li> <li>Families</li> <li>Home</li> <li>Friends</li> <li>Standing up for myself</li> <li>Challenges</li> <li>Perseverance</li> <li>Exercise</li> <li>Healthy food</li> <li>Physical activity</li> <li>Sleep</li> <li>Clean</li> <li>Bodies</li> <li>Respecting my body</li> <li>Fears</li> <li>Growth</li> <li>Family life</li> <li>Friendship</li> <li>Falling out</li> </ul>	<ul style="list-style-type: none"> <li>Myself</li> <li>Feelings</li> <li>Rights</li> <li>Responsibilities</li> <li>Talents</li> <li>Families</li> <li>Home</li> <li>Friends</li> <li>Perseverance</li> <li>Jobs</li> <li>Help</li> <li>Sleep</li> <li>Clean</li> <li>Fun</li> <li>Fears</li> <li>Growth</li> <li>Family life</li> <li>Friendship</li> </ul>	<ul style="list-style-type: none"> <li>Myself</li> <li>Feelings</li> <li>Being gentle</li> <li>Rights</li> <li>Responsibilities</li> <li>Talents</li> <li>Families</li> <li>Home</li> <li>Friends</li> <li>Standing up for myself</li> <li>Challenges</li> <li>Perseverance</li> <li>Jobs</li> <li>Help</li> <li>Exercise</li> <li>Healthy food</li> <li>Physical activity</li> <li>Fun</li> <li>Fears</li> <li>Growth</li> </ul>	<ul style="list-style-type: none"> <li>Myself</li> <li>Feelings</li> <li>Being gentle</li> <li>Rights</li> <li>Responsibilities</li> <li>Talents</li> <li>Families</li> <li>Home</li> <li>Friends</li> <li>Standing up for myself</li> <li>Challenges</li> <li>Perseverance</li> <li>Jobs</li> <li>Help</li> <li>Exercise</li> <li>Healthy food</li> <li>Physical activity</li> <li>Sleep</li> <li>Clean</li> <li>Bodies</li> <li>Respecting my body</li> <li>Fun</li> <li>Fears</li> <li>Growth</li> <li>Family life</li> <li>Friendship</li> </ul>	<ul style="list-style-type: none"> <li>Feelings</li> <li>Being gentle</li> <li>Rights</li> <li>Responsibilities</li> <li>Talents</li> <li>Families</li> <li>Home</li> <li>Friends</li> <li>Money</li> <li>Exercise</li> <li>Healthy food</li> <li>Physical activity</li> <li>Family life</li> <li>Friendship</li> <li>Falling out</li> </ul>	<ul style="list-style-type: none"> <li>Myself</li> <li>Feelings</li> <li>Being gentle</li> <li>Rights</li> <li>Responsibilities</li> <li>Talents</li> <li>Families</li> <li>Home</li> <li>Friends</li> <li>Standing up for myself</li> <li>Challenges</li> <li>Perseverance</li> <li>Jobs</li> <li>Help</li> <li>Money</li> <li>Exercise</li> <li>Healthy food</li> <li>Physical activity</li> <li>Sleep</li> <li>Clean</li> <li>Bodies</li> <li>Respecting my body</li> <li>Fun</li> <li>Fears</li> <li>Growth</li> <li>Family life</li> <li>Friendship</li> <li>Falling out</li> </ul>
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## I will learn...

How to use my words to organise and sequence my ideas, feeling and events.  
 That it is important to join in with family customs and that they might be different to our friends.  
 How to talk about past events that are special to my family and friends.  
 How to talk about myself in a positive way and talk about the things I am good at.  
 That everybody is different and enjoys different things.  
 How to resolve conflicts by finding a compromise.  
 That my actions can upset others and I can comfort them to make it better.  
 How to solve any conflicts in a calm way.  
 How to listen to others' ideas and respect their needs and feelings, enabling me to form positive relationships with adults and children.  
 How to talk confidently in a group and share my ideas.

How to use my words to organise and sequence my ideas, feeling and events.  
 That environments can be different and I will be able to talk about the features of my environment.  
 How to use ICT hardware to interact with computer software and programs.  
 How to follow rules and behave in the way that is expected in my school.  
 That it is ok to try new activities and express my opinions in which ones I like the best.  
 That there are similarities and differences relating to objects, materials and living things.  
 How to make observations of animals and plants and explain why some things happen.  
 How to use certain language related to money.

How to use my words to organise and sequence my ideas, feeling and events.  
 How to stay dry and clean throughout the day.  
 How to stay healthy by eating a variety of healthy food.  
 How to manage my hygiene and personal needs independently including dressing and going to the toilet.  
 How to talk about staying safe and healthy with physical activity and eating healthy food.  
  
 How to show an understanding of the need for safety and manage some of my own risks.  
 How to look at patterns and changes.  
 How to carry out some safety measures without adult supervision.