

PSHCE Reception Overview

Emotional Health and Well-being (SEAL units)	Financial Capability	Sex and Relationship Education	Drugs Education	Enterprise/careers	Citizenship	Healthy Living
<p>New beginnings Children will have a number of opportunities to appreciate and celebrate differences and to understand how it feels, and how important it is, to belong to a group. They will consider how everybody can be helped to feel safe and happy in the setting and to understand the routines and expectations there. They will have opportunities to develop the social skills needed to function in a group setting. They will explore the core feelings of happiness, excitement, sadness and fearfulness and learn ways to identify and label these feelings, distinguishing between comfortable and uncomfortable feelings. They will know that all people can feel the same emotions, but not always in the same situations. They will have opportunities to develop empathy and work out what others are feeling. They will know how our actions can affect people's feelings and that all feelings are OK, but not all actions are. They will have opportunities to learn to calm themselves down and to learn some basic strategies for managing fear and upset.</p>		<p>Respecting each other 2.1 To understand the Buddy system in school Separate from main carer with confidence. Unit 1– First day at school</p>	<p>I understand that medicines and household substances can be dangerous. E.Y 1.3</p>		<p>Have developing respect for their own culture and those of other people. Unit 21 we are all the same Understand that they can expect other to treat their needs, views, cultures and beliefs with respect. Have an awareness for the boundaries set and behavioural expectations within the setting. Unit 6 Tidying up.</p>	
<p>Getting on and falling out. Children are introduced to the issues of cooperating with other children, and working in a group. Feelings of belonging, fostered in Theme 1 New beginnings, are further developed. In addition, children have the opportunity to develop and practise the social skills of sharing and taking turns, listening to each other and of understanding some of the ways in which someone can be a friend. The feeling focus is on feeling angry and finding ways to deal with this feeling. Children experience ways of asking for help, making up with other children and saying sorry when they have fallen out. The skills of working in a group are also addressed.</p>	<p>Use developing mathematical ideas and methods to solve practical problems.</p>	<p>Year 6 partners Links with Gibside school</p>		<p>Be confident to try new activities, initiate ideas and speak in a familiar group.</p>	<p>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. Form good relationships with adults and peers. Unit 17—Playing together Understand what is right, what is wrong, and why. Unit 15 Safe secrets. Consider the consequences of their words and actions for themselves and others.</p>	
<p>Say no to bullying To feel like I belong in my classroom and that we are all different to one another but all special.</p>	<p>Money as a unit of worth. To recognise that we need money to pay for things. To know that money needs to be kept safe (4.3 creativity and critical thinking)</p>				<p>Friendship– What is a good friend. How can we be a good friend (Autumn B) Unit 18– My friend</p>	
<p>Going for goals The Red set covers the early steps in developing feelings of self-worth and competence, decision-making, self-motivation, independence, prediction, and thinking logically and analytically. It focuses on developing the children's ability to work towards a self-determined goal, to persist, and to recognise when they have reached their goal. The activities support the children in learning about themselves and their own unique gifts and talents within the context of the Foundation Stage setting.</p>	<p>To understand the Fair trade tuck shop: Parents as partners 2.2</p>			<p>Ask questions about why things happen and how things work.</p>	<p>Continue to be interested, excited and motivated to learn. Moving on– look at Year 1, what will we do (Summer B) Take risks and explore within the environment. Unit 4– Things I'd like to do.</p>	
<p>Good to be me The Red set provides ideas and suggestions for children to explore the Personal, Social and Emotional Area of Learning within the distinctive context of the setting. It uses story, role-play and puppets as well as the children's spontaneous play to extend their understanding of the core feelings of happy, sad and afraid and to develop a broader vocabulary of feelings to include proud and excited. The set introduces simple relaxation techniques and encourages the children to stand up for themselves and be aware of themselves and their needs.</p>		<p>Dress and undress independently and manage their own personal hygiene. Unit 5– Getting dressed Unit 12– Keeping clean</p>			<p>Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. Show increasing independence in selecting and carrying out activities. Unit 3– Things I can do Show care and concern for self. Unit 14– Safety</p>	<p>Health eating topic (Spring B) Unit 16– Healthy snacks.</p>
<p>Relationships This set provides suggested opportunities for children to explore the positive feelings of belonging and feeling cared for. They will explore how they can hurt people's feelings and how they might feel hurt or cared for. They will have opportunities to consider how other people's actions can be helpful and develop some strategies to help them deal with this. They will investigate the concept of fairness and feelings associated with unfair situations. The children will begin to explore some of the feelings that are associated with being left and losing something we care about. There will be opportunities for children to begin to understand about things that are alive and dead through an exploration of the life cycle and a story about a sunflower that grows and dies.</p>		<p>Positive relationships 2.3 Form good relationships with adults and peers. Unit 19—Please Unit 20– I am special</p>	<p>Safe adults (administering medicines) EY 2.4</p>	<p>Interact with others, negotiating plans and activities and taking turns in conversation.</p>	<p>Have developing respect for their own culture and those of other people. Unit 9—Belonging Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. Unit 11– Be safe Unit 8—Lost</p>	
<p>Changes Children will consider the ways they have changed since starting at the nursery setting or Reception, and in particular how their social, emotional and behavioural skills have developed. Activities offer the opportunity for children to make the link between feelings and behaviour and to predict how unexpected changes might make them feel, as well as developing some basic strategies for self management. They will have learned that some things stay the same in the face of change, and that uncomfortable feelings don't last forever. They will have opportunities to develop empathy and support others. They will have had an opportunity to make change happen in the classroom or outdoor learning environment.</p>		<p>Growing and changing topic in Spring B: Doctors, mother and baby visits.</p>			<p>Find out about their environment, and talk about those features they like and dislike Unit 22– Where do you live. Our World topic– stories from other cultures (Summer B)</p>	<p>Show care and concern for self. Unit 13– Keeping safe\in the sun</p>
<p>Early Years Foundation Stage Development Matters for 40-60+ months Stepping stones Badger Citizenship and PSHE Scheme of work</p>						