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| Key:SG-safeguardingBV British Values  | **PSHE (RHE) CURRICULUM OVERVIEW** |   |
|   |  **Nursery** |  **Reception** |
|   | **In Nursery PSHE is taught through Personal, Social, Emotional Development, Communication and Language, Physical Development and Understanding of the World****The Early Learning Goals prime areas are related to PSHE and the expected end points:** | **In Reception PSHE  is taught through Personal, Social, Emotional Development, Communication and Language, Physical Development and Understanding of the World .****The Early Learning Goals prime areas are related to PSHE and the expected end points:** |
| **Topics** | Personal, Social, Emotional Development Self-RegulationManaging SelfBuilding Relationships | Personal, Social, Emotional DevelopmentSelf-RegulationManaging SelfBuilding Relationships |
|   **Knowledge and skills being taught** | **Three and Four Year Olds**• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. | **Reception**  • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian**ELG**Self-Regulation• 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 actionsManaging Self• 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.Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others’ needs |
|  **Vocabulary** | Key vocabulary:Goal, rules, kindness, share, happy, sad, clean, healthy | Key vocabulary:Goal, clean, healthy, sleep, clean, toilet, share, care, kindness, rules, exercise,  |
| **Topics** | Communication and Language Listening, Attention and Understanding Speaking*
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| **Knowledge and skills being taught** |  Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns       | • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian**ELG-**Listening, Attention and Understanding  • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.Speaking  • 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  |
| **Vocabulary** | Key vocabularyI think | Key vocabulary:Feelings happy, sad, cross, tired, worried, resilience, perseverance, safe |
| **Topics** | Understanding the worldPast and Present | Understanding the worldPast and Present |
|   **Knowledge and skills being taught** | • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. **ELG**Past and PresentTalk about the lives of people around them and their roles in society.  |
| **Vocabulary** | Key vocabularyFamily, mum, dad, brother, sister, past, world,  | Key vocabularyFamily, mum, dad, brother, sister, past, world, celebrations, festivals, religion, belief |
| **Topics** | Physical Development | Physical Development |
| **Knowledge and skills being taught** | Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. | • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes.**ELG**Gross Motor Skills• Negotiate space and obstacles safely, with consideration for themselves and others. |
| **Vocabulary** | Key vocabularyjumper, coat, undo, zip, buttons, put on | Key vocabularyWait, take turns, line up, patience, safe, space |
|    | **Year One** | **Year Two** |
|  **Topics**  |  **Health and Well being*** Awareness of Feelings
* Keeping Well and Clean
* Keeping Safe
 |  **Health and Well being*** Healthy People
* Keeping safe
* About My Body
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|   **Knowledge and skills being taught** | Children should:* Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings**SG**
* know how to keep themselves clean and how to brush their teeth effectively
* be able to describe different ways to stay healthy
* know how to keep themselves safe at home and online**SG**

  | Children should:* be able to describe the components of a healthy day
* recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’**SG**
* know what ‘privacy’ means
* be able to name the main parts of    the body (including external genitalia) **(Science curriculum)** **SG**
* understand that some people have fixed ideas about what boys and girls can do
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| **Vocabulary** | Happy, sad, cross, brush, clean, run, jump, safe, food | Key vocabulary:healthy lifestyle, safe,unsafe,dangerous, hazard, warning,accident,head, legs,arms, feet, hands,elbows,knees,goal,challenge,frustrated, persistent,distracted, achieve, achievement, steps |
|  **Topics** |  **Relationships*** All about me
* My Friendships
* My Family
 |  **Relationships*** About My Feelings
* Making and Breaking Relationships
* Exploring Our Families
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| **Knowledge and skills being taught** | Children should:* be able to describe their unique qualities and strengths, and the qualities and strengths of others
* be able to talk about what makes a good friendship
* be able to talk about good and not so good feelings**SG**
* be able to talk about how they would resolve conflicts with their friends**SG**
* be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)

  | Children should:* be able to describe the difference between feelings that feel \*‘small’ and \*‘big’ to them,and know some strategies for managing these**SG**
* know why bullying is wrong and how to get help.**SG**
* recognise when people are being
*
* unkind either to them or others, how to respond, who to tell and what to say**SG**
* know that families are important for children growing up because they can give love, security and stability **SG**
* know how to recognise and report feelings of being unsafe or feeling bad about any adult**SG**
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|  **Topics****(Non statutory)**  |  **Living in the Wider World*** Being Different
* Money
* The Environment
* Looking After Myself
 |  **Living in the Wider World*** Money, Shopping and Saving
* Special Days
* Global Food

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|   **Knowledge and skills being taught** | Children should :* be able to identify and recognise the value of coins and notes
* be able to talk about where money can come from
* be able to explain the difference between needs and wants
* be able to explain a suitable place to keep money safe, and explain why
* know some of the things they can do at home and at school to help the environment
* understand the role of the emergency services**SG**
 | Children should:* be able to role-play simple financial transactions
* to be able to choose the correct value of coins and notes to use and calculate change
* to be able to make a simple plan for my spending and saving choices and stick to it
* demonstrate this learning through an assembly or display **BV**
* be able to talk about where food comes from and some of the ethical questions around food supply
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| **Vocabulary**   | Money, coins,notes, cost, how much, safe, police,ambulance,firefighters,lifeguards | Key vocabularybelonging,community, groups, family,friends, united, plastic, environment, recycle,reduce,reuse litter, world,planet,energy,rules |