



PSHE Overview for Reception (EYFS)		
Children in reception will be...	PSHE is taught...	PSHE in reception looks like...
<p>INSERT STRANDS FOR RECEPTION FROM DEVELOPMENT MATTERS HERE</p> <p>Understand how to listen carefully and why listening is important. Develop social phrases. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in storytimes See themselves as a valuable individual Building 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. Know and talk about the different factors that support their overall health and wellbeing. 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. Recognise some environments that are</p>	<p>What themes of learning does your subject fit into? during what terms would you expect to see teaching?</p> <p>Being me in my world (Aut 1) 'Who am I and how do I fit?' Celebrating difference (Aut 2) <i>Respect for similarity and difference. Anti-bullying and being unique'</i> Dreams and Goals (Spr 1) 'Aspirations, how to achieve goals and understanding the emotions that go with this.' Healthy Me (Spr 2) 'Being and keeping safe and healthy.' Relationships (Sum 1) 'Building positive, healthy relationships.' Changing Me (Sum 2) ;Coping positively with change.'</p> <p>Fitting into the EYFS themes of: Aut 1 All about me Aut 2 Celebrations Spr 1 Super spring Spr 2 Life cycles Sum 1 Superheroes Sum 2 Get stuck into growing</p>	<p>Teacher Led and activities</p> <p>What do you expect to see in your subject in lessons? How is it delivered? We use the Jigsaw PSHE scheme of work which teaches through sequential units. These are repeated in a progressive format across each year group in the school, starting with EFYS Each unit has six lesson plans to complete.</p>



different from the one in which they live.

Key Vocabulary

**What is the basic vocabulary taught in reception?
 Is there any challenging vocabulary for the more able?**

- Unique
- Same
- Different
- Similar
- Belong
- Feelings
- Rights
- Responsibilities
- Happy
- Angry
- Excited
- Sad
- Kindness
- Caring
- Team
- Gentle
- Mistakes
- Sorry
- Annoying
- Chances
- Rules
- Safe
- Behaviour

Wider provision

**How is your subject represented as part of enhanced provision that the children have free choice access to?
 Communication and Language:**

- Table for questions/drawing thoughts.
- Families sharing their own pictures / experiences.

Personal, Social and Emotional Development:

- Stories from different cultures and traditions
- Role-play and puppets being available to explore ways people show concern and love for others and talk about why this is important.

Discussions – thinking about right and wrong (justice) and how humans can help each other as they occur.

Pictures helping children explore what makes everyone unique, special, and, most importantly, valued.

Literacy:

- Stories available to look at/be read to.
- Puppets explore what people do and say.

Expressive Arts and Design:

Stories, imaginative play and role-play – used to explore feelings.

Tuff trays see, hear, smell, touch, taste objects to explore.

Natural World:

- Opportunities to explore the natural world around them – Forest School weekly.

Planting seeds - sunflowers.

Understanding the World



Family history, my family and community, everyone is different. Naming and describing familiar people.

By the end of reception, children will be able to...

INSERT ELG FOR SUBJECT HERE from EYFS framework

Communication and Language

Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. 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.

Personal, Social and Emotional Development

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. 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. 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.

Physical Development

Negotiate space and obstacles safely, with consideration for themselves and others.

Understanding the World

Talk about the lives of people around them and their roles in society.