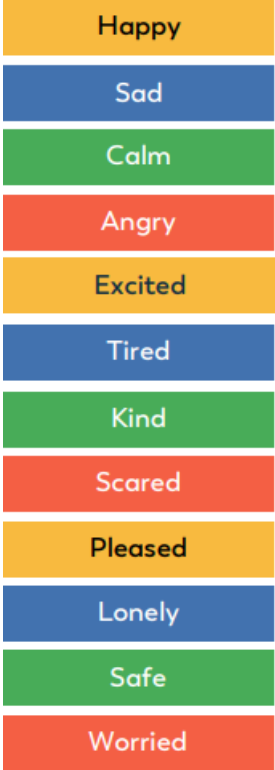


PSHE LONG TERM MAP Reception 2024-25

Term 1 UNIT : ME AND MY RELATIONSHIPS	Interoception Focus	No Outsiders Everyone is different, everyone welcome	Feel It Emotional Regulation
During the year			
<ul style="list-style-type: none"> • All about Me • What Makes me special • Me and My special people • Who can Help Me • My Feelings 1 • My Feelings 2 <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about similarities and differences. • Name special people in their lives. • Describe different feelings. • Identify who can help if they are sad, worried or scared. • Identify ways to help others or themselves if they are sad or worried 	<p>Body Focus Children will be able to:</p> <ul style="list-style-type: none"> - have an increased ability to notice signals, targeting the first part of the body-emotion-action connection. - Increased ability to match descriptor words to each of the body signals. <ol style="list-style-type: none"> 1. Hands and Fingers 2. Feet and toes 3. Mouth 4. Eyes 5. Ears 6. Nose 7. Voice 8. Cheeks 9. Skin 10. Muscles 11. Lungs 12. Heart 13. Brain and head 14. Stomach 15. Bladder 16. Whole Body <p>One lesson within a week</p>	<p>No Outsiders Pg 78 To choose what I like</p> <p>Make my mind up and tell you things I like/ ask others what they think</p> <p>No Outsiders Pg 79 It's ok to like different things</p> <p>Know my friends like different things to me/ know we can still be friends</p>	<p>12 weeks 5-6 mins a day 12 feelings are introduced each year, and a set learning path is followed. It's key to demonstrate equally different types of feeling and different energies, as well as alternating pleasant and unpleasant feelings</p> 
Term 2 UNIT: VALUING DIFFERENCES			
<ul style="list-style-type: none"> • I'm Special, You're special • Same and Different • Same and Different families • Same and difference homes • I am caring • Kind and caring <p>Children will be able to:</p> <ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique. • Recognise that we can have things in common with others. • Use speaking and listening skills to learn about the lives of their peers. • Know the importance of showing care and kindness towards others. • Demonstrate skills in building friendships and cooperation. 			

Term 3 UNIT- KEEPING SAFE

- **What's safe to go onto my body**
- **Keeping myself safe- What's safe to go into my body (incl Medicines)**
- **Safe Indoors and Outdoors**
- **Listening to my Feelings**
- **Keeping safe online**
- **People who help to keep me safe**

Children will be able to:

- Talk about how to keep their bodies healthy and safe.
- Name ways to stay safe around medicines.
- Know how to stay safe in their home, classroom and outside.
- Know age-appropriate ways to stay safe online.
- Name adults in their lives and those in their community who keep them safe

Life Education Space- All about me

Children:

- Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
- Recognise the impact of diet, exercise, medicines and lifestyle on the way their bodies function.
- Understand that the body gets energy from food, water and air and that exercise and sleep are important to our health.
- Name major internal body parts – heart, blood, lungs, stomach, brain.
- Understand the importance of basic personal hygiene, e.g. washing, cleaning teeth and brushing hair.
- Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility.
- Know some strategies for dealing with sadness, including what to do or who to talk to.

Term 4: Unit- RIGHTS AND RESPECT

Looking after my special people

Looking after my special friends

Being helpful at home and caring for our classroom

Caring for our world

Looking after Money (1) Recognising, spending, using

Looking after money (2): Saving money and keeping it safe

Children will be able to:

- Understand that they can make a difference.
- Identify how they can care for their home, school and special people.
- Talk about how they can make an impact on the natural world.

- Talk about similarities and differences between themselves.
- Demonstrate building relationships with friends.

Term 5- Unit- BEING MY BEST

Bouncing Back when things go wrong

Yes, I can!

Healthy Eating

My Healthy mind

Move your Body

A Good Nights' Sleep

Children will be able to:

- Feel resilient and confident in their learning.
- Name and discuss different types of feelings and emotions.
- Learn and use strategies or skills in approaching challenges.
- Understand that they can make healthy choices.
- Name and recognise how healthy choices can keep us well.

Term 6: UNIT- GROWING AND CHANGING

Seasons

Life Stages- Plants, animals and Humans

Life Stages- Human life stage- who will I be?

Getting bigger

Me and my body- Girls and boys

Children will be able to:

- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.
- Understand that babies are made by a man and a woman.
- Use the correct vocabulary when naming the different parts of the body.
- Know how to keep themselves safe.