# RSE & PSHE RECEPTION

Small steps sequences are shown in each unit on Kapow

I can skills statements, activities and next steps for each unit can be found in the lesson plans

# RSE & PSHE in EYFS: Reception

Personal, social and emotional development is one of the three Prime Areas in the <u>Statutory framework for the early years foundation stage</u>.

The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory <u>Development Matters</u> guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.

Communication and language

Personal, social and emotional development

Physical development

# **ELG: Self regulation**

# Children at the expected level of development will:

- -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 an activity, and show an ability to follow instructions involving several ideas or actions.

# Kapow Primary unit:

Listening and following instructions

# ELG: Managing self

### Children at the expected level of development will:

- 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.

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# Children at the expected level of development will:

-Work and play cooperatively and take turns with others:

**ELG: Building relationships** 

- Form positive attachments to adults and friendships with peers;
- -Show sensitivity to their own and to others' needs.

ing and Kapow Primary unit: Taking on challenges Kapow Primary unit: My wellbeing Kapow Primary unit Special relationships Kapow Primary unit: My family and friends

Kapow Primary unit: My feelings



# Unit summaries: RSE & PSHE (EYFS:Reception)

# EYFS: Reception

# Self-regulation: My feelings

Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.

# Self-regulation: Listening and following instructions

Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.

# Building relationships: Special relationships

Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.

# Building relationships: My family and friends

Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.

# Managing self: Taking on challenges

Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.

# Managing self: My wellbeing

Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.



# Suggested long-term plan: RSE & PSHE - Outline (EYFS: Reception)

Week	Autumn	Spring	Summer	
Week 1	Self-regulation: My feelings (6 lessons)	Managing self: Taking on challenges (6 lessons)	Building relationships: My family and friends (6 lessons)	
	Lesson 1: Identifying my feelings	Lesson 1: Why do we have rules?	Lesson 1: Festivals	
Veek 2	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2; Sharing	
Veek 3	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?	
Veek 4	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend	
Veek 5	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork	
Veek 6	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships	
Week 7	Building relationships: Special relationships (6 lessons)	Self-regulation: Listening and following instructions (6 lessons)	Managing self: My wellbeing (6 lessons)	
TECH.	Lesson 1: My family	Lesson 1: Simon says	Lesson 1: What is exercise?	
Veek 8	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation	
Veek 9	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves	
/eek 10	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian	
/eek 11	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily	
leek 12	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food	