



PSHE/Relationships and Health Education: Reception

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
All about me	• Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others.
What makes me special	• Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond
Me and my special people	• Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them.
Who can help me	• Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them.
My feelings	• Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down.
VALUING DIFFERENCES	LEARNING OUTCOMES
I'm special, you're special	• Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others.

Same and different	• Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story.
Same and different families	• Talk about their family, customs and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others.
Same and different homes	• Recognise the similarities and differences between their home and those of others. • Talk about what makes their home feel special and safe. • Be sensitive towards others.
I am caring	• Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others.
I am a friend	• Show friendly behaviour towards a peer. • Build relationships with others.
RIGHTS AND RESPECT	LEARNING OUTCOMES
Looking after my special people	• Name the special people in their lives. • Understand that our special people can be different to those of others.
Looking after my friends	• Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. • Identify ways to help others in their community.
Being helpful at home and caring for our classroom	• Identify ways in which they help at home. • Recognise the importance of taking care of a shared environment. • Name ways in which they can look after their learning environment.
Caring for our world	• Think about what makes the world special and beautiful. • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Talk about what can happen to living things if the world is not cared for.

Looking after money – recognising, spending, using	• Recognise coins and other items relating to money. • Identify the uses of money.
Looking after money – saving and keeping it safe	• Talk about why it's important to keep money safe. • Identify ways to save money. • Talk about why we save money.
KEEPING SAFE	LEARNING OUTCOMES
What's safe to go onto my body	• Name things that keep their bodies safe. • Name things that keep their bodies clean and protected. • Think about how to recognise things that might not be safe.
What's safe to go into my body	• Make safe decisions about items they don't recognise. • Talk about what our bodies need to stay well. • Name the safe ways to store medicine and who can give it to children (adults).
Safe indoors and outdoors	• Name some hazards and ways to stay safe inside. • Name some hazards and ways to stay safe outside. • Show how to care for the safety of others.
Listening to my feelings	• Name the adults who they can ask for help from, and will keep them safe. • Recognise the feelings they have when they are unsafe. • Talk about keeping themselves safe, safe touches and consent.
Keeping safe online	• Share ideas about activities that are safe to do on electronic devices. • What to do and who to talk to if they feel unsafe online.
People who help me to keep safe	• Name the people in their lives who help to keep them safe. • Name people in their community who help to keep them safe. • Talk about ways to keep themselves safe in their environment.

GROWING AND CHANGING	LEARNING OUTCOMES
Seasons	• Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience.
Life stages – plants, animals and humans	• To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things.
Who will I be?	• Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up.
Getting bigger	• Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique.
BEING MY BEST	LEARNING OUTCOMES
Bouncing back when things go wrong	• Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle.
Yes I can!	• Recognise that some skills take time to learn. • Plan and review an achievable goal. • Celebrate the successes of their peers.
Healthy eating	• Name and choose healthy foods and drink. • Understand there are some foods that are a “just sometimes” food or drink (eating in moderation). • Explain the jobs of different food groups. • Understand that sugary foods can cause tooth decay

My healthy mind	• Identify the 5 ways to support their wellbeing. • Name some activities or ideas to promote positive mental health. • Reflect on their mental health and how they can protect it.
Move your body	• Describe the changes in their body during exercise and what is happening to their body. • Explain how exercise can help us stay well - physically and mentally. • Name some ways to keep their body fit and well.
A good night's sleep	• Understand why our body needs sleep. • Talk about their own bedtime routine. • Suggest ways to have a calm evening and bedtime routine.