

RSHE Curriculum Reception

<p>National Curriculum target links:</p> <p style="text-align: center;"> Healthy and safe Emotional Health Anti-bullying Citizenship / British Values Relationships and Sex Education (RSE) Values – inc. diversity and equal opportunities </p>			
<p>SG = contributes to safeguarding</p>			
Core Theme	Autumn Term	Spring Term	Summer Term
<p>Health and Wellbeing</p>	<p>Character Education https://www.jubileecentre.ac.uk/1635/character-education Caring Hands Who Helps You</p> <p><u>RSE – Journey in Love</u> God loves each of us in our uniqueness</p> <p><u>Class virtues – Kindness</u> Love</p> <p>Emotional wellbeing - Ishi</p> <p>My identity and skills Emotional Health Children will learn: • about where they live and belong and what they can do</p>	<p>Character Education https://www.jubileecentre.ac.uk/1635/character-education It's not Fair Showing Respect in the Classroom</p> <p>Self-awareness Emotional Health Children will learn: • about feelings and goals Children should: • be able to set a target for themselves</p> <p><u>All are Welcome</u> To understand that it's ok to like different things</p>	<p>Character Education https://www.jubileecentre.ac.uk/1635/character-education Good Manners The Strength of a Superhero</p> <p>Developing skills Emotional Health Children will learn: • about how they are improving Children should: • be able to talk about growing Keeping well and clean Healthy and safe Children will learn: • about basic hygiene Children should: • know how to keep themselves clean</p>

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	<p>Children should:</p> <ul style="list-style-type: none"> • be aware of themselves and their skills 		
<p>Relationships</p>	<p>Safe and unsafe SG Healthy and safe Children will learn:</p> <ul style="list-style-type: none"> • who keeps them safe and how • about what is safe and unsafe <p>Children should:</p> <ul style="list-style-type: none"> • be able to talk about how to keep safe <p><u>All are Welcome</u> To say what I think</p>	<p>Friendship Anti-bullying Emotional Health Values</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what friends are <p>Children should:</p> <ul style="list-style-type: none"> • be able to communicate their feelings to others, to recognise how others show feelings and how to respond • be able to talk about what makes a good friend • recognise how their behaviour affects other people <p><u>All are Welcome</u> To make friends with someone different</p>	<p>Special people Emotional Health Values</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • who are special people and that everyone's are different • more about how people feel <p>Children should:</p> <ul style="list-style-type: none"> • recognise similarities and differences in families <p><u>All are Welcome</u> To understand that all families are different To celebrate my family</p>
<p>Living in the Wider World</p>	<p>Keeping safe Healthy and safe Citizenship / British Values – participation, rights & responsibilities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how to co-exist and be helpful 	<p>Accidents and prevention Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what accidents are <p>Children should:</p>	<p><u>Healthy Family Relationships - San</u> Expect Respect Toolkit – PPT Can girls and boys play with the same toys?</p> <p>More co-operative learning</p>

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	<ul style="list-style-type: none"> • what 'privacy' means and about their right to keep some things 'private' SG Children should: • be able to say why we need rules and give some examples 	<ul style="list-style-type: none"> • understand about safe and unsafe places to play SG <p>Co-operative skills Citizenship / British Values – democracy and responsibilities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about rules for games and who makes them <p>Children should:</p> <ul style="list-style-type: none"> • be able to take part in a class vote 	<p>Citizenship / British Values – participation, sense of community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • to help construct, and agree to follow, group and class rules and to understand how these rules help them SG <p>Children should: participate in co-operative learning games –</p> <ul style="list-style-type: none"> • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • that they belong to various groups and communities such as family and school • what improves and harms their local, natural and built environments and about some of the ways people look after them • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • about the role money plays in their lives including how to manage their money, keep
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Aspect	Date covered
Circle time - fortnightly	
Mission statement	
<u>Class virtues – Kindness</u>	
Love	
Aspirations and vocational choices	
Success for all	
Staying safe	
<u>All are Welcome</u> To say what I think To understand that it's ok to like different things To make friends with someone different To understand that all families are different To celebrate my family	
<u>RSE – Journey in Love</u> God loves each of us in our uniqueness	
<u>Healthy Family Relationships</u> Expect Respect Toolkit – PPT Can girls and boys play with the same toys?	
Emotional wellbeing - Ishi	
Physically and emotionally healthy	

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A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)	
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