



Spring Meadow PSHE 2023/2024



Term and Topic	Nursery		
	Theme	Vocabulary	Key End Points
Autumn All About Me Journeys	Friendship	friend kind share problem feelings rules	Children will be able to tell an adult when there is a problem. Children will be able to form friendships. Children will begin to recognise basic feelings. Children will have an understanding of simple classroom rules.
	Success	win lose take turns	Children will be able to say how they feel when they win or lose. Children will be able to work with others and take turns.
Spring Dinosaurs Growing and Changing	Perseverance	hard try	Children will be able to work towards a goal, even if it is hard. Children will be confident to try new things and be confident to 'have a go'.
	Wisdom	remember learn choice behaviour	Children will be able to make good choices. Children will be able to make simple adjustments to their behaviour depending on their situations.
Summer Animals and their Babies Heroes and Adventures	Laughter	laugh funny smile fun happy	Children will be know what they could do to cheer themselves, and others, up. Children will be able to talk about what makes them feel happy. Children will be able to play, co-operate and share with others.
	Kindness	kindness worry	Children will be kind to their friends and adults. Children will begin to show how they can care for living things Children will understand what they can do if they feel worried. Children will understand when others need help.



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Term	Reception		
	Theme	Vocabulary	Key End Points (Blue end points – ELG)
Autumn Topic A – All About Me Topic B – Travel Past and Present	Beginnings and Belonging Family and Friends	myself relationships belief respect family friends	<ul style="list-style-type: none"> To talk about likes and dislikes and how they are different from or similar to other children Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Explain the reasons for rules, know right from wrong and try to behave accordingly. To identify appropriate and inappropriate behaviour in school To be able to identify the people in my life who are special to me, and what makes them special. To care for each other, and know that other families may do this differently to mine. To be able to recognise some of the traits of a good friend, and begin to demonstrate these in my own behaviour and relationships. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. To be able to set boundaries about things I do and do not like in a polite way. To be able to use some simple problem solving techniques when falling out with a friend. Work and play cooperatively and take turns with others.
Spring Topic A – Space Topic B – Growing and Changing	My World Identities Diversity Keeping Healthy My Body Growing Up	citizenship health safe lifestyles my world identities diversity healthy growing up communities diet	<ul style="list-style-type: none"> To identify the people who look after them at school and understand their roles. To understand ways that they can help to look after the school environment, their things and their home. To understand ways of looking after their local outdoor area and keeping the environment special for everyone. To be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others. To understand some of the things needed to have a healthy body. To understand why different foods and drink are important in order for our bodies to stay healthy and well. To understand what exercise is and why it is good for us. To understand the importance of sleep for our bodies. Manage their own basic hygiene and understanding the importance of healthy food choices. To be able to talk positively about some of their body's capabilities To be able to name a sex specific body part using scientific vocabulary To be able to explain when they might need help to take care of themselves
Summer	Keeping Safe My Emotions	safety lifestyles relationships risk	<ul style="list-style-type: none"> To be able to make simple suggestions about how to keep themselves safer in a range of familiar situations To understand simple safety rules at home, at school and when out and about To be able to say 'No!' if they feel unsafe or unsure about something To be able to tell people who care for them if they feel worried or upset and name a trusted adult. To understand some reasons why people use medicines



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Topic A – Kings and Queens Topic B – Stories from the Past		medicine trust emotion loss change	<ul style="list-style-type: none">• To be able to give some safety rules relating to medicines.• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• To recognise what causes different feelings in themselves and others.• To recognise how change and losing something makes them and other people feel.• To recognise simple ways of making themselves and others to feel better.• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
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Term	Year 1		
	Theme	Vocabulary	Key End Points
Autumn 1	Beginnings and belonging	mutual respect truthfulness trustworthiness loyalty generosity trust	<ul style="list-style-type: none"> To be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn To understand the agreed ground rules To be able to name the other children in their class To be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome To be able to identify their trusted adults ('Network of Support') and who can help them if they are worried or need support, and know how to ask for help To be able to show some simple strategies for helping other people who need support.
Autumn 2	Family and Friends Anti-bullying	judge manage boundaries bullying cyber-bullying negative positive	<ul style="list-style-type: none"> To be able to describe some of the qualities of friendship and skills for making friends. To have developed some strategies for managing when friendships are difficult To understand that there are different family patterns To be able to describe what is special about their own family and its members, and about other people they know. (points 3-4 one lesson) To understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying To be able to describe how it feels to be bullied or see someone else being bullied- (CBBC videos) To be starting to demonstrate simple ways of responding to bullying including by being assertive To be able to demonstrate how to be kind to children who are being bullied To starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur.
Spring 1	Diversities and Communities	preference belief stereotype identity	<ul style="list-style-type: none"> To be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others. To know about some similarities and differences in people's lifestyles, including different groups people belong to. To be able to describe places in their community, how they and others might use them, and who is available to help them. To understand how they can help look after the school environment, and make a contribution to doing so.
Spring 2	Relationship and Sex Education	penis testicles vagina bottom respect	<ul style="list-style-type: none"> To be able to recognise names for the main external parts of the body To be able to name the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults To be able to describe what their bodies can do and understand how amazing their body is To show some understanding that their body belongs to them To be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.



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Summer 1	Drug Education	medicine drug tobacco harmful	<ul style="list-style-type: none">• To have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful• To be aware of safety rules concerning medicines and be able to name people who could help them take them safely• To understand that many people have injections and suggest some reasons why• To understand that there can be alternatives to medicine use to feel better- ie exercise.• To be able to recognise simple risks and suggest ways of managing given scenarios.
Summer 2	Healthy Lifestyles	active hygiene sufficient	<ul style="list-style-type: none">• To be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.• To be able to explain why healthy eating and physical activity are both important.• To know the difference between being active and inactive, and give some examples.• To be able to say what changes physically and emotionally when they are active.• To be able to talk about food likes and dislikes and give reasons.• To understand that food can be divided into different groups and know that for good health we need a balanced diet.



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Spring 1	Working Together	negotiate co-operate	<ul style="list-style-type: none"> To be able to name some of their own strengths and skills To be able to identify a new skill to develop To understand and practise listening skills, take turns and make clear explanations To understand group work skills, including discussion, negotiation and co-operation To be aware of how their strengths and skills can be useful in a group
	Financial Capability	receive spend manage needs wants	<ul style="list-style-type: none"> To understand that we can receive and spend money in many ways To know how to save and look after their money & why we might do so To begin to understand the difference between wants and needs and the need for informed choices To begin to understand family spending and the impact of choices
Spring 2	Relationship and Sex Education	human life cycle change	<ul style="list-style-type: none"> To be able to recognise babies, children and adults of different ages and put them into age order To understand that human babies grow inside their mothers To be able to describe the main physical developments which take place in early childhood To be able to describe some of the changes in responsibilities and expectations during early childhood To understand a baby's basic needs To understand how dependent a baby is on parents/carers to provide its basic needs.
Summer 1	Managing safety and risk	venture risk benefit	<ul style="list-style-type: none"> To be able to name a familiar risky situation and suggest ways of reducing risk To be able to say their full name and address and know when this might be useful To be able to explain a simple strategy for action if they are lost To recognise dangers that traffic poses To know ways to stay safer in the sun To describe ways of preventing accidents on the playground To understand what is meant by an emergency and who might help them.
Summer 2	Managing change	achievement experience sensitive apprehension	<ul style="list-style-type: none"> To be able to talk about ways in which they have changed as well as identifying recent achievements To know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't To identify changes that they or other children might experience in their lives, including how friendships might change To name some emotions they or others might feel at particular times of change To suggest some strategies they might use to cope with times of change, including approaching others for help To know that change can be positive and something to look forward to
	My Online Identity	inappropriate appropriate responsible	<ul style="list-style-type: none"> To be able to say what it means to stay safe online and why it is important. To be able to review their online identity, image and nickname. To be able to publish their online identity. To begin to know what to do if they see something inappropriate online.