

Slingsby CP PSHE & RSE Scheme of Work 2020
Reception

Early Years Outcomes	Non- Statutory Guidance	Slingsby CP Outcomes
Me and My Relationships		
<p>40-60+ <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Model being a considerate and responsive partner in interactions. Ensure that children and adults make opportunities to listen to each other and explain their actions. Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Ensure children have opportunities to relate to their key person, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups.</p>	<p>I can initiate conversations and attend to and take account of what others say. I can take steps to resolve conflicts with other children, e.g. finding a compromise. I can play co-operatively, taking turns with others. I can take account of another's ideas about how to organise an activity. I can show sensitivity to others' needs and feelings. I can form positive relationships with adults and other children.</p>
<p>40-60+ Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. Recognising and enjoying children's success with them helps them to feel confident. Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker.</p>	<p>I can understand that my own actions affect other people. I am aware of the boundaries set, and of behavioural expectations in the setting. I am beginning to be able to negotiate and solve problems without aggression. I can talk about how I show feelings. I can talk about how others show feelings. I can talk about my own and others' behaviour, and its consequences. I know that some behaviour is unacceptable. I can work as part of a group or class, and understand and follow the rules. I can adjust my behaviour to different situations. I can take changes of routine in my stride.</p>

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Keeping myself safe		
<p>40-60+ Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <ul style="list-style-type: none"> • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>I can show understanding of the need for safety when tackling new challenges. I can consider and manages some risks. I can show understanding of how to transport and store equipment safely. I can practise some appropriate safety measures without direct supervision. I can talk about ways to keep safe.</p>
My healthy lifestyle		
<p>40-60+ Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p> <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and</p>	<p>Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. Be sensitive to varying family expectations and life patterns when encouraging thinking about health. Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.</p>	<p>I know some good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. I can eat a healthy range of foodstuffs. I understand a need for a variety in food. I know the importance of physical exercise and a healthy diet to stay healthy. I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

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going to the toilet independently.	Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.	
Me and my future		
<p>Early Learning Goal Children use everyday language to talk about money to compare quantities and to solve problems.</p> <p>40-60+ Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.</p> <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Recognising and enjoying children's success with them helps them to feel confident. Support children to feel good about their own success. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.</p>	<p>I can use everyday language to talk about money. I can compare quantities of money. I can solve problems related to money.</p> <p>I can confidently speak to others about my own needs, wants, interests and opinions. I can describe self in positive terms and talk about abilities. I am confident to try new activities, and say why they like some activities more than others. I am confident to speak in a familiar group, will talk about my ideas. I can say when I do or don't need help.</p>
Becoming an active citizen		
<p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. Invite children and families with experiences of living</p>	<p>I know that other children don't always enjoy the same things, and are sensitive to this. I know about similarities and differences between themselves and others, and among families, communities and traditions.</p>

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	<p>in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</p> <p>Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented,</p> <p>Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets,</p> <p>Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.</p> <p>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</p> <p>Provide role-play areas with a variety of resources reflecting diversity.</p> <p>Make a display with the children, showing all the people who make up the community of the setting.</p> <p>Share stories that reflect the diversity of children's experiences.</p> <p>Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who</p>	
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