



PSHE Coverage - Hedgehogs Class (Reception and Year 1)
September 2024


Prime Area: Personal, Social and Emotional Development

<div></div> <div>Reception</div>	Identify a wide range of emotions – cross, worried, calm etc.		Talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried.		Understand their own feelings.		Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
	Say what has made them feel that way.		Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.		Identify some ways to distract self and self-regulate emotions.		
	Identify when someone is doing something that makes them uncomfortable and is beginning to communicate this.		Begins to set own boundaries.		Set own boundaries and respect the boundaries of others.		
			Give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help		Direct attention as necessary in a range of contexts.		
	Beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed.		Recognise when and how they need to respond to a friend.		Understands others’ feelings, offering empathy and comfort		
	Explain what they are good at and what they need to get better at.		Understand how they can improve		Has a positive sense of self and sees themselves as a valuable individual		
	Can pay attention to more than one thing at a time.		Understands how to listen carefully and why it is important.		Respond appropriately even when busy with something else		
Self-Regulation	Follows simple instructions well.		Begins to follow a longer list of instructions.		Follows a longer list of instructions in a range of contexts		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate
Self-Regulation							Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
Reception	Selects from a wide range of activities and resources, usually independently.		Seeks out opportunities to try new things.		Describe their competencies, what they are		Be confident to try new activities and show independence, resilience

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<p>Manging Self</p> <p>Reception</p>  <p>Manging Self</p>	Willing to try new challenges.	Has a clear idea about what they want to do and how they want to go about it.	getting better at, describing themselves in positive but realistic terms.	<p>and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	Developing resilience, trying to do something difficult which they want to achieve.	Persists and perseveres to reach their intended goal. Able to wait for what they want	Shows persistence, perseverance and resilience in the face of challenge.	
	Aware of, and follows, rules in the new setting, and knows why rules need to be followed.	Knows what is right and what is wrong.	Aware of behavioural expectations and sensitive to ideas of justice and fairness.	
	Talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs.	Usually accepts having to wait for a short time for needs to be met.	Expresses personal needs. Accept having to wait a short time for needs to be met. Has established a consistent daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.	
	Dresses self. Pays regard to the order clothes need to be put on.	Some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer.	Supports friends to dress if they need help e.g. in role play.	
	Expresses likes and dislikes in food. Beginning to understand that some foods are less healthy than others, but can be eaten in moderation.	Eats a healthy range of foodstuffs and understands the need for variety in food. Understands that some foods are less healthy than others but can be eaten in moderation.	Understands the importance of making healthy food choice in their diet.	

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<div>Reception</div> <div></div>	Work in a pair or three to solve a problem with some adult support.		Solve problems co-operatively, resolving most conflicts themselves.		Developing skills of negotiation and compromise.		Work and play cooperatively and take turns with others.
	Able to resolve some conflicts by themselves, returning to the secure base of a familiar adult for support in difficult situations.		Developed some appropriate ways of being assertive.		Can determine when a situation requires adult intervention.		
	Understands they may need to wait their turn and can anticipate this, including in group time.		Watches the person who is speaking and knows when it is their turn to speak.		Takes turns with others in conversation in a range of contexts.		
	Beginning to show sensitivity to the needs of others and adjust their response.		Shows sensitivity to the needs of others and is increasingly flexible and co-operative.	Shows sensitivity to the needs of others, beyond own friendship group. Developed friendships helping them to understand different points of view and to challenge their own and others’ thinking.			
Building Relationships							Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and others’ needs.							
PSHE	Promote the spiritual, moral, social, cultural, mental and physical development Prepare pupils at the school for the opportunities, responsibilities and experiences of later life; Promote British values.						
<div>Kapow Primary</div> <div>Reception</div>	<div>Self-regulation: Listening and following instructions</div> <div>children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</div>	<div>Building relationships: Special relationships</div> <div>children learn to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about</div>	<div>Managing self: Taking on challenges</div> <div>children learn to understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</div>		<div>Managing self: My wellbeing</div> <div>children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</div>	<div>Building relationships: My family and friends</div> <div>children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</div>	

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		similarities and differences.				
 Y1	Self-regulation: My feelings children learn 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.	Family and relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.	Citizenship Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	Health and wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	Safety and the changing body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe	Economic wellbeing Learning about a range of money and bank functions including cash safety, spending, saving and jobs.