



TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Reception PSED and RHE Teaching and Progression

This document expands the Reception foundations in the whole-school RHE and PSHE grid. Reception follows Life to the Full Plus Pathway 3. Personal, Social and Emotional Development (PSED) and Relationships and Health Education (RHE) grow through stories, discussion, play and daily routines, rooted in God's love and care for others.

Key Knowledge	Key Skills
God loves every person and everyone is unique and valued.	Express feelings, needs and opinions appropriately.
Feelings have names and can change. Different people can feel differently about the same situation.	Recognise and begin to manage emotions using appropriate strategies.
Healthy habits, routines and boundaries help keep us safe and well.	Manage personal care and healthy routines with increasing independence.
Families, friendships and communities provide love, care and support.	Build positive relationships through sharing, cooperation and kindness.
Our bodies belong to us and trusted adults help keep us safe.	Communicate concerns and seek help from trusted adults.
Safe choices are important at home, school, in the community and online.	Follow safety rules and make increasingly responsible choices.

Half-term and focus	Birth to 5 Matters links	Key PSED and RHE teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Autumn 1 onwards Settling in and belonging Daily PSED provision	Range 5 — Making relationships Seeks companionship with adults and children, shares play ideas and looks to a supportive adult for help with conflict. Range 5 — Sense of self Develops belonging through daily tasks, tries new situations and asks adults for help.	Know who can help in school and how to communicate a need. Learn familiar routines, simple safety boundaries and ways to join play. Begin to name feelings, express preferences and wait for a turn with support. Vocabulary: help, happy, sad, friend, kind, turn, safe.	Use visual routines, feelings stories and name games. Children choose activities and companions, with an adult nearby to help them join in. Practise asking for help, handwashing, toileting and dressing. Model listening, sharing and saying or signalling stop.	Build trust and confidence. Move from adult prompts towards communicating needs and joining familiar routines. ELG links Building Relationships: develop attachments and cooperative play. Managing Self: build confidence to try activities.
Autumn 1 Myself and my body	Range 5 — Sense of self Notices similarities and differences between themselves and others and develops a sense of belonging. Ranges 5 and 6 — Health and self-care Names body parts, develops self-care routines and understands how food, water, sleep, exercise and hygiene support health.	Lessons Handmade With Love; I Am Me; Heads, Shoulders, Knees and Toes; Ready Teddy? Recognise personal value and differences. Name the body parts in the Reception resources and practise caring for the body through healthy routines. Vocabulary: unique, same, different, body, sleeping, eating, brushing teeth.	Use mirrors, body songs, stories and role play. Children choose how to show things they enjoy or can do. Practise washing hands, dressing and caring for a doll. Explore healthy snack choices and talk about why bodies need food, movement and rest.	Build on settling-in routines towards greater independence in self-care and positive talk about self and others. ELG link — Managing Self Manage basic hygiene and personal needs, including dressing, toileting and understanding healthy food choices.
Autumn 2 Feelings and choices	Range 5 — Understanding emotions Expresses varied feelings, talks about others' feelings and begins to recognise the impact of words and actions. Range 6 — Understanding emotions Talks about feelings and consequences, offers comfort and increasingly manages disappointment with support.	Lessons I Like, You Like, We All Like!; All The Feelings!; Let's Get Real. Recognise different likes and feelings. Understand that feelings change and actions affect others. Practise pausing, calming and seeking comfort before choosing what to do. Vocabulary: like, dislike, similar, different, talents, special, unique, happy, sad, angry, frightened, worried, surprised.	Use puppets, stories and feelings pictures. Children choose ways to communicate and a calming activity that helps them. Model breathing, naming feelings and asking for help. Explore a character's choices, take turns in games and repair small disagreements with adult support.	Move from naming a feeling towards explaining what may have caused it and choosing a helpful response. ELG link — Self-Regulation Understand own and others' feelings; begin to regulate behaviour, wait when appropriate and work towards a simple goal. Adult support remains available.

Half-term and focus	Birth to 5 Matters links	Key PSED and RHE teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Autumn 2 Growing and change Revisit in summer	Range 6 — Sense of self Describes what they can do and are getting better at; chooses resources and perseveres in an activity. Range 6 — Understanding emotions Seeks emotional support and practical help in new or challenging situations.	Lessons Growing Up; New People, New Places. Recognise that people grow and learn new things. Talk about feelings when routines, people or places change. Identify familiar help and practise a manageable challenge. Vocabulary: growing, changing, human, baby, toddler, child.	Use stories and images of growing to discuss changes in what people can do. Children choose a skill to practise and describe their progress. Revisit New People, New Places in summer through visits, photographs and questions about moving to Year 1.	Build from seeking reassurance towards expressing mixed feelings and using familiar strategies in a new situation. ELG links — Managing Self and Self-Regulation Develop confidence, resilience and perseverance, set a simple goal and manage feelings about change. Support is adapted to individual starting points.
Spring 1 Families and friendships	Range 5 — Making relationships Practises assertion, negotiation and compromise, with adult help when needed. Range 6 — Making relationships Develops friendships, understands different points of view and increasingly cooperates and resolves conflict with support.	Lessons Role Model; Who's Who?; You've Got A Friend in Me; Forever Friends. Recognise people who love and care for us. Learn that families differ, friends can disagree and kindness includes listening, sharing and making amends. Ask for help with a friendship worry. Vocabulary: role model, special people, family, care, friend, listen, share, forgive.	Use inclusive family stories, small-world play and friendship puppets. Children choose shared building or creative tasks and discuss how to include others. Rehearse inviting someone to play, listening to a different idea and asking an adult to help solve a disagreement.	Build on joining play towards sustaining friendships, considering another person's needs and negotiating shared decisions. ELG link — Building Relationships Work and play cooperatively, take turns, form positive attachments and friendships, and show sensitivity to own and others' needs.
Spring 2 First online safety learning	Range 6 — Making relationships Seeks adult support and communicates wants and needs. Ranges 5 and 6 — Health and self-care Takes action to reduce risk and understands the need for safety when trying something new. These developmental links support applying familiar help-seeking to device use.	Lessons What is the Internet?; Playing Online. Recognise that the internet connects people and can be used for play and learning. Use devices with adult guidance. Tell a trusted adult if something online feels worrying or unsafe. Vocabulary: internet, online, phone/smartphone, device, adult, safe, help.	Use a pretend device and fictional situations to practise checking with an adult and asking for help. Children choose safe activities from adult-selected resources, practise turn-taking and talk about how an online character might feel. Revisit familiar classroom help routines.	Apply the earlier message "ask a trusted adult" in a new context. Develop confidence to stop and seek help with a device. ELG links — Managing Self and Self-Regulation Explain reasons for safety rules and communicate feelings. Online safety contributes to these goals; it is not a separate ELG.

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Summer 1 Keeping safe and getting help	Ranges 5 and 6 — Health and self-care Takes practical action to reduce risk and understands how healthy routines help the body. Range 6 — Making relationships Returns to a familiar adult for emotional support and practical help in difficult situations.	Lessons Safe Inside and Out; My Body, My Rules; Feeling Poorly; People Who Help Us. Recognise body privacy and boundaries, familiar risks and people who can help. Tell an adult about pain, worrying touch or another concern. Medicines need appropriate adult supervision. Vocabulary: accident, rules, boundaries, private, stop, poorly, medicine, doctor.	Use puppets and role play to practise asking permission, respecting no and telling a trusted adult. Children identify helpers in familiar stories and choose safe responses to simple situations. Practise healthy routines and explain rules for the setting and outings. Use fictional examples rather than requesting personal disclosures.	Move from following a familiar safety boundary towards explaining a simple reason, recognising when help is needed and telling again if necessary. ELG link — Managing Self Explain reasons for rules, understand right and wrong and manage personal needs with appropriate support. Children are never to blame for another person's harmful behaviour.
Summer 2 Community and helping others	Range 6 — Sense of self Recognises belonging to different communities and accepts people who may be different from themselves. Range 6 — Making relationships Is increasingly flexible and cooperative as understanding of others' needs and behaviours grows.	Lessons God is Love; Loving God, Loving Others; Me, You, Us; When I Grow Up...; Money Doesn't Grow On Trees. Recognise belonging and ways to care for others. Explore different jobs, how people help a community and the use and value of money. Vocabulary: Holy Trinity, Father, Son, Holy Spirit, community, belong, charity, job, money, fair.	Create small-world communities and a role-play shop. Children choose roles, share resources and talk about people who help them. Challenge job stereotypes through varied stories and examples. Choose a class act of kindness or service and explain how it helps others.	Extend care from self and friends to the wider community. Cooperate in a shared task and explain a helpful choice. ELG links — Building Relationships and Past and Present Show sensitivity to others' needs and talk about the lives and roles of people around them. Revisit change and moving to Year 1.

Learning revisited throughout the year

Revisit feelings, turn-taking, body privacy, trusted adults, healthy routines and safe device use through daily provision. Children practise expressing a preference or boundary, asking permission, respecting no and telling again if help is needed. Adults model calming strategies and support children to explain choices, persevere and repair disagreements. Include the linked Classroom Shorts shown in the school pathway.

Reflect different families and the school community in stories and resources. Adapt communication and support with the SENDCo and families. Observe understanding through play, talk, actions, signs and communication aids.

Progression across Reception

Children develop from recognising their own feelings, needs and relationships towards understanding the feelings of others, managing emotions with increasing independence, forming positive friendships and making safe choices. Through stories, play, daily routines and explicit teaching, they learn that they are valued, belong within a community and have responsibilities towards themselves and others. Learning is revisited regularly throughout the year to support different starting points and individual development.

Relevant Early Learning Goal summaries

Self-Regulation — Understand own feelings and those of others and begin to regulate behaviour. Work towards simple goals, wait for what is wanted and control immediate impulses when appropriate. Pay focused attention to the teacher, respond appropriately during an activity and follow instructions involving several ideas or actions.

Managing Self — Show confidence to try new activities, independence, resilience and perseverance. Explain reasons for rules, know right from wrong and try to behave accordingly. Manage basic hygiene and personal needs, including dressing, toileting and understanding healthy food choices.

Building Relationships — Work and play cooperatively and take turns. Form positive attachments to adults and friendships with peers. Show sensitivity to own and others' needs.

Supporting Early Learning Goal summaries

Communication and Language — Listening, Attention and Understanding: listen, respond and ask questions. Speaking: express ideas and feelings and explain experiences and choices.

Physical Development — Gross Motor Skills: negotiate space and obstacles safely, with consideration for others.

Understanding the World — Past and Present: talk about familiar people and their roles. People, Culture and Communities: discuss similarities and differences between religious and cultural communities.

Progression and the link to Year 1

Children move from identifying feelings, trusted adults and healthy routines towards explaining emotions, maintaining friendships, recognising risks and making increasingly independent choices. Year 1 builds upon these foundations through more explicit learning about relationships, responsibilities, safety, wellbeing and life within the wider community.