RSE/PHSE/Science mapping Reception

Autumn term **Health and well-being**		
Healthy lifestyles	Growing and changing	Keeping safe
EY links – **PSED** Know and talk about the different factors that support their overall health and wellbeing (physical activity, healthy eating, toothbrushing). ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Link in with healthy eating during All about me topic. Ten, Ten links Module 1, Unit 2, session 3, Module 2, unit 4, session 3.	**EY links –** **PSED** Build constructive and respectful relationships. ELG – Be confident at trying new activities and show independence, resilience and perseverance in the face of a challenge. ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. UTW ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters, and events encountered in books read in class and storytelling. Risk and Resilience: Loving myself Risk and Resilience: Expressing myself Pol Ed: What is a good friend? Pol Ed: How can I be a good friend? Pol Ed: What does it feel like to meet new people? Pol Ed: Why do we have rules? Ten, Ten links Module 1, unit 1, story session, Module 1, Unit 2, session 1. Module 1, Unit 4, session 1.	**EY links** **PSED-** Know and talk about the different factors that support their overall health and wellbeing: sensible amount of 'screen time', being a safe pedestrian. UTW ELG: Talk about the lives of people around them and their roles in society. Ten, Ten links Module 1, Unit 2, session 2. Module 2, unit 3, session 1, session 2. Module 2, unit 4, session 1, session 2. Pol Ed: How can I play safely? Pol Ed: How can I stay safe at school? Pol Ed: How can I stay safe at home? Risk and Resilience: Being heard Risk and Resilience: Getting informed NSPCC Pants
Links to Y1 **What helps keep bodies healthy; hygiene routines** **H1, H6, H7** **Y1 Science NC:**	**Links to Y1** **Recognising what they are good at; setting goals.** **Change and loss and how it feels**	**Links to Y1** **Keeping safe around household products; how to ask for help if worried about something**

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year A, Autumn 1) **Ten Ten Link:** **KS1, Module 1, Unit 2, session 3** **Clean and Healthy** **Link with healthy eating.**	**H3, H5** **Ten Ten Link:** **KS1, Module 1, Unit 2, session 1** **I Am Unique**	**H11, H13, H14, H15** **Ten Ten Link:** **KS1, Module 2, Unit 3, Session 1, Being Safe**
Spring term **Relationships**		
Valuing difference	Healthy relationships	Feelings and emotions
EY links PSED: See themselves as a valued individual. Think about the perspective of others. ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG: Show sensitivity to their own and to others' needs. UTW ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Ten, Ten links Module 1, unit 2, session 2. Module 1, unit 3, session 3. Module 2, unit 2, session 1, session 2, session 3. Risk and Resilience: Working it out	**EY links** ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG: Show sensitivity to their own and to others needs. ELG: Work and play cooperatively and take turns with others. ELG: Form positive attachments to adults and friendships with peers. UTW: Understand that some places are special to members of their community. ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class. Ten, Ten links Module 2, unit 1, session 1. Module 2, unit 2, session 2. Module 2, unit 4, session 3, session 4. Pol Ed: How can I play nicely? Risk and Resilience: Keeping safe Pol Ed: The Police can help you. Pol Ed – Road safety visit.	**EY links** **PSED:** Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG: Form positive attachments to adults and friendships with peers. Risk and Resilience: Living together Ten, Ten links Module 1, unit 3, session 1, session 2, session 3. Module 2, unit 2., session 1, session 2, session 3.

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Links to Y1 **Respecting similarities and differences in others; sharing views and ideas.** **R5, R8** **Virtues to live by Similarities and differences Circle time)**	**Links to Y1** **Secrets and keeping safe; special people in their lives.** **R3, R9** **Ten Ten Link:** **KS1, Module 2, Unit 3, session 1, 2 and 3** **Keeping Safe** **Good Secrets and Bad Secrets** **Physical Contact** **Pol Ed-Helping hand**	**Links to Y1** **Recognising feelings in self and others; sharing feelings.** **R1** **Ten Ten Link:** **KS1, Module 1, Unit 3, session 1, 2 and 3** **Feelings, Likes and Dislikes** **Feeling Inside Out** **Super Susie Gets Angry**
Summer term **Living in the wider world**		
Money	Environment	Rights and responsibilities
EY links In Early Years, we discuss money in contexts of how we need money to buy things and how we save money to buy things also. We use various coins and note examples in our maths provision and during our continuous provision. Risk and Resilience: Working it out	**EY links** **UTW-** Recognise similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they hear, see, feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Ten, Ten links Module 3, unit 2, session 1.	**EY links** **PSED**: See themselves as a valued individual. Think about the perspectives of others. ELG: Give focussed attention to what the teacher says, responding appropriately, even when engaged in activity, show an ability to follow instructions involving several ideas or actions. , Ten, Ten links Module 2, unit 4, session 1, session 2, session 3. Module 3, unit 2, session 1. Risk and Resilience: Knowing where I am going Pol Ed: Who are the police? Pol Ed: How can I be independent? NSPCC PANTS

	Module 3, unit 1, session 1, session 2. Forest schools – Autumn 1	
Links to Y1 Where money comes from; how to use money -saving and spending money L6/L7	**Links to Y1** **Looking after the local environment** **L5** **Forest schools – Litter picking Autumn 1.**	**Links to Y1** **Group and class rules; everybody is unique in some ways and the same in others** **L1/L2, L8, L9** **Ten Ten Link:** **KS1, Module 1, Unit 2, session 1** **I Am Unique**

Ten Ten link

Personal, social and emotional link.

Understanding the World link/Science link for Y1.

Pol Ed link

Wakefield risk and resilience framework