SCHEME OF WORK
OVERVIEW

Scaffolded & editable PSHE Association mapped SOW

RSE & PSHE
COMPLETE
RECEPTION



SCHEME OF WORK OVERVIEW

Complete Reception PSHE + RSE

Our Complete PSHE Package for EYFS (Reception) is designed to support children's personal, social, and emotional development in line with the Early Years Foundation Stage (EYFS) framework. While there are no statutory PSHE requirements in Reception, our scheme follows the PSHE Association's recommended thematic model – covering Health and Wellbeing, Relationships, and Living in the Wider World – to ensure a smooth progression into KS1 and KS2. This thematic structure reflects the content and intent of the DfE's Statutory Guidance for Relationships Education and Health Education (which apply from KS1), laying strong foundations for future learning.

This fully editable scheme follows an adaptive teaching approach, ensuring all learners are appropriately supported and challenged. Lessons are scaffolded, engaging, and creatively designed – making them accessible, developmentally appropriate, and enjoyable to teach and learn. Rooted in a spiral curriculum, the programme introduces and revisits key knowledge, vocabulary, and skills, helping children make meaningful connections and build confidence over time. In EYFS, rather than formal retrieval practice, learning is reinforced through repetition, exploration, and continuous provision.

British values are embedded throughout the scheme and explicitly referenced where relevant. From KS2 onwards, teachers also benefit from knowledge organisers, pre- and post-unit assessments, and detailed schemes of work mapped to each half term, supporting clear learning journeys and measurable outcomes.

To support curriculum leadership and accountability, the package includes a statutory content audit, and a coverage tracker mapped against both the DfE Statutory Guidance (for KS1/2) and the PSHE Association's thematic framework – making it easy to demonstrate progression and comprehensive coverage across the full primary phase.

Our resources are developed by experienced professionals who have created PSHE content for The Bank of England, The Children's Commissioner, the Criminal Cases Review Commission (UK Government), and leading UK charities. By choosing this package, you're investing in high-quality, evidence-informed PSHE provision that's classroom-ready and flexible to your school's context.

SCHEME OF WORK OVERVIEW

Suggested Lesson Order – autumn

All of our schemes of work follow the PSHE Association's recommended thematic model for Health and Wellbeing, Relationships Education, and Living in the Wider World. In Reception, learning is carefully sequenced to support young children's development through a play-based, age-appropriate approach. Lessons build gradually on children's existing experiences, supporting the development of key skills, vocabulary, and concepts in a way that is meaningful and accessible. While older year groups begin each lesson with retrieval activities, in the Early Years, learning is revisited naturally through ongoing provision, repetition, and reinforcement. A suggested teaching order is provided, but all resources are fully editable, allowing schools to adapt the sequence or tailor materials to suit their context.

Autumn 1 – Living in the Wider World

1) Classroom Rules
2) All About Me
3) Setting Simple Goals
4) Online Safety
5) Sensible Amounts of Screen Time
6) Being a Safe Pedestrian

Autumn 2 – Health and Wellbeing

1) Handwashing and Germs
2) Hygiene and Self-Care
3) Healthy Teeth
4) Healthy Food
5) Healthy Bodies
6) Sun Safety

SCHEME OF WORK OVERVIEW

Suggested Lesson Order – Spring

All of our schemes of work follow the PSHE Association's recommended thematic model for Health and Wellbeing, Relationships Education, and Living in the Wider World. In Reception, learning is carefully sequenced to support young children's development through a play-based, age-appropriate approach. Lessons build gradually on children's existing experiences, supporting the development of key skills, vocabulary, and concepts in a way that is meaningful and accessible. While older year groups begin each lesson with retrieval activities, in the Early Years, learning is revisited naturally through ongoing provision, repetition, and reinforcement. A suggested teaching order is provided, but all resources are fully editable, allowing schools to adapt the sequence or tailor materials to suit their context.

Spring 1 – Relationships Education

1) Kindness
2) Let's Be Friends
3) Sharing and Taking Turns
4) Saying Sorry
5) Telling the Truth
6) My Family

Spring 2 – Living in the Wider World

1) Caring for Ourselves and Others
2) Looking After Our Planet
3) What is Money?
4) Celebrating Our Differences
5) People and Communities
6) Jobs and Community Helpers

SCHEME OF WORK OVERVIEW

Suggested Lesson Order – summer

All of our schemes of work follow the PSHE Association's recommended thematic model for Health and Wellbeing, Relationships Education, and Living in the Wider World. In Reception, learning is carefully sequenced to support young children's development through a play-based, age-appropriate approach. Lessons build gradually on children's existing experiences, supporting the development of key skills, vocabulary, and concepts in a way that is meaningful and accessible. While older year groups begin each lesson with retrieval activities, in the Early Years, learning is revisited naturally through ongoing provision, repetition, and reinforcement. A suggested teaching order is provided, but all resources are fully editable, allowing schools to adapt the sequence or tailor materials to suit their context.

Summer 1 – Health and Wellbeing

1) Feelings
2) Calming Down
3) Resilience
4) Independence
5) Growing and Changing
6) My Body (Naming Body Parts)

Summer 2 – Relationships Education

1) Making Good Choices
2) Good Manners
3) Bullying (Kindness and Leaving People Out)
4) Personal Space and Boundaries
5) Asking Permission
6) Secrets

EARLY LEARNING GOALS CURRICULUM LINKS

Autumn 1 – Living in the Wider World

1) Classroom Rules
2) All About Me
3) Setting Simple Goals
4) Online Safety
5) Sensible Amounts of Screen Time
6) Being a Safe Pedestrian

ELG: Managing Self: Explain the reasons for rules, know right from wrong, and try to behave accordingly;

ELG: Listening, Attention, and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

ELG: Self-Regulation: Give focused 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.

ELG: Self-Regulation: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

ELG: Building Relationships: Work and play cooperatively and take turns with others;

ELG: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others;

ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

EARLY LEARNING GOALS CURRICULUM LINKS

Autumn 2 – Health and Wellbeing

1) Handwashing and Germs
2) Hygiene and Self-Care
3) Healthy Teeth
4) Healthy Food
5) Healthy Bodies
6) Sun Safety

ELG: Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Listening, Attention, and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

ELG: Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Self-Regulation: Give focused 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.

ELG: Gross Motor Skills: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

EARLY LEARNING GOALS CURRICULUM LINKS

Spring 1 – Relationships Education

1) Kindness
2) Let's Be Friends
3) Sharing and Taking Turns
4) Saying Sorry
5) Telling the Truth
6) My Family

ELG: Listening, Attention, and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

ELG: Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

ELG: Self-Regulation: Give focused 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.

ELG: Building Relationships: Work and play cooperatively and take turns with others;

ELG: Building Relationships: Form positive attachments to adults and friendships with peers.

ELG: Building Relationships: Show sensitivity to their own and to others' needs.

ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

EARLY LEARNING GOALS CURRICULUM LINKS

Spring 1 – Relationships Education

1) Kindness
2) Let's Be Friends
3) Sharing and Taking Turns
4) Saying Sorry
5) Telling the Truth
6) My Family

ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

ELG: People, Culture and Communities: 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;

EARLY LEARNING GOALS CURRICULUM LINKS

Spring 2 – Living in the Wider World

1) Caring for Ourselves and Others
2) Looking After Our Planet
3) What is Money?
4) Celebrating Our Differences
5) People and Communities
6) Jobs and Community Helpers

ELG: Number: Have a deep understanding of number to 10, including the composition of each number;

ELG: Numerical Patterns: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

ELG: Listening, Attention, and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

ELG: Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Self-Regulation: Give focused 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.

ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

ELG: People, Culture and Communities: 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;

ELG: People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

EARLY LEARNING GOALS CURRICULUM LINKS

Spring 2 – Living in the Wider World

1) Caring for Ourselves and Others
2) Looking After Our Planet
3) What is Money?
4) Celebrating Our Differences
5) People and Communities
6) Jobs and Community Helpers

ELG: Past and Present: Talk about the lives of the people around them and their roles in society;

ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

EARLY LEARNING GOALS CURRICULUM LINKS

Summer 1 – Health and Wellbeing

1) Feelings
2) Calming Down
3) Resilience
4) Independence
5) Growing and Changing
6) My Body (Naming Body Parts)

ELG: Listening, Attention, and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

ELG: Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

ELG: Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Self-Regulation: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

ELG: Self-Regulation: Give focused 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.

ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

EARLY LEARNING GOALS CURRICULUM LINKS

Summer 1 – Health and Wellbeing

1) Feelings
2) Calming Down
3) Resilience
4) Independence
5) Growing and Changing
6) My Body (Naming Body Parts)

ELG: Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

EARLY LEARNING GOALS CURRICULUM LINKS

Summer 2 – Relationships Education

1) Making Good Choices
2) Good Manners
3) Bullying
4) Personal Space and Boundaries
5) Asking Permission
6) Secrets

ELG: Listening, Attention, and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

ELG: Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Self-Regulation: Give focused 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.

ELG: Self-Regulation: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

ELG: Managing Self: Explain the reasons for rules, know right from wrong, and try to behave accordingly;

ELG: Building Relationships: Work and play cooperatively and take turns with others;

ELG: Building Relationships: Show sensitivity to their own and to others' needs.

EARLY LEARNING GOALS CURRICULUM LINKS

Summer 2 – Relationships Education

1) Making Good Choices
2) Good Manners
3) Bullying
4) Personal Space and Boundaries
5) Asking Permission
6) Secrets

ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;



Complete Primary PSHE Package

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