

Glasshoughton Infant Academy

RSHE Curriculum Map 2025/ 2026

Care – Aspire - Succeed

RSHE Long Term Sequence Content Progression

Term	EYFS - Nursery	EYFS - Reception	Year 1	Year 2
Autumn	<u>Building Relationships</u> Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <u>Managing Self</u> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. <u>Self – Regulation</u> Increasingly follow rules, understanding why they are important.	<u>Building Relationships</u> Build constructive and respectful relationships. Think about the perspectives of others. <u>Managing Self</u> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. <u>Self – Regulation</u> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	<u>Relationships</u> <i>Families and Friendships</i> Roles of different people; families; feeling cared for <i>Safe Relationships</i> Recognising privacy; staying safe; seeking permission <i>Respecting Ourselves and Others</i> How behaviour affects others; being polite and respectful	<u>Relationships</u> <i>Families and Friendships</i> Making friends; feeling lonely and getting help <i>Safe Relationships</i> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour <i>Respecting Ourselves and Others</i> Recognising things in common and differences; playing and working cooperatively; sharing opinions
Spring	<u>Building Relationships</u> Develop appropriate ways of being assertive. Talk with others to solve conflicts <u>Managing Self</u> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. <u>Self – Regulation</u> Do not always need an adult to remind them of a rule.	<u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. <u>Managing Self</u> Manage their own needs. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Self – Regulation</u> Show an understanding of their own feelings and those of others, and	<u>Living in the Wider World</u> <i>Belonging to a Community</i> What rules are; caring for others' needs; looking after the environment <i>Media Literacy and Digital Resilience</i> Using the internet and digital devices; communicating online <i>Money and Work</i> Strengths and interests; jobs in the	<u>Living in the Wider World</u> <i>Belonging to a Community</i> Belonging to a group; roles and responsibilities; being the same and different in the community <i>Media Literacy and Digital Resilience</i> The internet in everyday life; online content and information <i>Money and Work</i> What money is;

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		begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	community	needs and wants; looking after money
Summer	<u>Building Relationships</u> Play with one or more other children, extending and elaborating play ideas. <u>Managing Self</u> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. <u>Self – Regulation</u> Begin to understand how others might be feeling.	<u>Building Relationships</u> Show sensitivity to their own and to others' needs. <u>Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <u>Self – Regulation</u> 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.	<u>Health and Wellbeing</u> <i>Physical Health and Mental Wellbeing</i> Keeping healthy; food and exercise, hygiene routines; sun safety <i>Keeping Safe</i> How rules and age restrictions help us; keeping safe online <i>Growing and Changing</i> Recognising what makes them unique and special; feelings; managing when things go wrong	<u>Health and Wellbeing</u> <i>Physical Health and Mental Wellbeing</i> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help <i>Keeping Safe</i> Safety in different environments; risk and safety at home; emergencies <i>Growing and Changing</i> Growing older; naming body parts; moving class or year