PSHE - Progression Map

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Intent:

Our PSHE curriculum will promote positive behaviour, mental health, wellbeing, resilience and achievement in all pupils. We believe that children are all individuals and this will be promoted through discussion and encouragement of tolerance. Using SCARF across all age groups ensures progression in knowledge, attitude and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

Whilst we use a 2 year rolling cycle for KS1 and 2, when we focus on specific RSE sessions (summer 2) , we split into single year groups to ensure there is progression and children are accessing learning and vocabulary appropriate to their age and year group.

EYFS

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make gofriendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

EYFS	**Personal, Social and Emotional Development – Self-Regulation ELG** Children at the expected level of development will: • Show an understanding of their own feelings and those of others, and 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; • 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. **Personal, Social and Emotional Development – Managing Self ELG** Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • 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. **Personal, Social and Emotional Development – Building Relationships ELG** Children at the expected level of development will: • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers;	

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	Show sensitivity to their own and to others' needs.	
Strand	**Personal and Relationships Education**	**Physical Health and Mental Wellbeing**
KS1 and KS2	**<u>Families and people who care for me</u>** • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**<u>Mental wellbeing</u>** • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	<u>Caring friendships</u> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **<u>Respectful Relationships</u>** • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships.	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. **<u>Internet safety and harms</u>** • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying

	• the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. **Online Relationships** • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how informatn and data is shared and used online.	and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. **Physical health and fitness** • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. **Healthy Eating** • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Drugs, alcohol and tobacco**

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	Being safe • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking **Health and prevention** • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. **Basic first aid** • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. **Changing adolescent body** • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

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SCARF (Safety, Caring, Achievement, Resilience, Friendship) PHSE Units								
	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Nursery	Reception	Year 1 and 2 (cycle A)	Year 1 and 2 (cycle B)	Year 3 and 4 (cycle A)	Year 3 and 4 (cycle B)	Year 5 and 5 (cycle A)	Year 5 and 6(cycle B)
Autumn 1 Me and My Relationships	Marvellous me! I'm special People who are special to me	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	Our ideal classroom Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy!	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special	An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure	Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication	Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle

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Autumn 2 Valuing Difference	Me and my friends Friends and family Including everyone	I'm special, you're special Same and different Same and different families Same and different homes I am caring (formerly Kind and caring -1) I am a friend (formerly Kind and caring, 2)	Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes

Spring 1 Keeping Myself Safe	People who help to keep me safe Safety Indoors and Outdoors What's safe to go into my body	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Healthy me Super sleep Who can help? (1) Harold loses Geoffrey What could Harold do? Good or bad touches?	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Safe or unsafe? Danger or risk? The Risk robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1) Help or harm?	Danger, risk or hazard? Picture wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2)	'Thunking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false? Smoking: what is normal? Would you risk it?	Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2)

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Spring 2 Rights and Responsibilities	Looking after myself Looking after others Looking after my environment	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping Playing games	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?	What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils	Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (1 & 2) Happy shoppers Dem. Britain1- Elections Democracy in Britain 2 - How (most) laws are made
Summer 1 Being My Best	What does my body need? I can keep trying I can do it!	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?	Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid	Getting fit It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness	Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness

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Summer 2 Growing and Changing	Growing and changing in nature When I was a baby Girls, boys and families	Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys	Inside my wonderful body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid	Relationship tree Body space Secret or surprise? My changing body Basic first aid	Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together	How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies It could happen to anyone Help! I'm a teenager - get me out of here! Dear Ash Stop, start, stereotypes	Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV?

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RHSE (Personal, Social and Emotional Development) - Nursery

Term	SCARF Unit Title	Knowledge covered
Autumn	Me and My Relationships	• Share their likes and dislikes with their friends and adults in their classroom • Name the different features of their face and parts of their body • Use their senses to explore the world around them • Speak positively about themselves • Name different feelings and possible causes • Name some key adults who can help them when feeling sad/worried/scared • Talk about their families and special people • Name those who care for them and keep them safe • Describe the different types of homes **Key Vocabulary:** like feel choose head arms legs eyes ears nose mouth teeth hands fingers feet toes knees elbows pants vest private special feel look friends
	Valuing Difference	• Talk about the similarities and differences amongst their peers • Talk about the things they and their friends are good at • Spot similarities and differences in nature • Understand that having differences between us is a good thing • Notice and talk about differences in nature • Recognise the differences within and amongst families • Explore and use different materials • Show kindness by including their friends • Talk about how to help those who are in need **Key Vocabulary:** similar different friendship friend family special similar different kind sharing helping feelings
Spring	Keeping Myself Safe	• Name key relatives/care givers at home and those who care for them in their education settings • Recognise a 'funny tummy/feeling when something feels wrong or unsafe and say what to do • Talk about what makes them feel safe • Name potential dangers, both inside and outside, and how to avoid getting hurt • Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules • Talk about how to keep their bodies safe • Know which products in the home are to be used only by adults • Sort items according to their use and purpose • Explain who can give medicine to children and why **Key Vocabulary:** safe who can help? grown up tell tummy feelings unsafe safe safety signs weather clothing playground car-park pavement paint scissors glue safe careful labels medicines cleaning products water food fresh air sleep
	Rights and Responsibilities	• Talk about how healthy food and keeping clean can help our bodies • Name some healthy foods • Try new experiences • Name some activities that they can do to help out at home • Talk about how they can look after other members of their family • Talk about how they can look after their friends • Show care and responsibility for their home and learning environments • Talk about what is special within the natural world • Name some ways in which they can help their world **Key Vocabulary:** healthy snacks sugar germs wash hands fruit vegetables similar different helping family friends feelings classroom care tidy clean look after
Summer	Being My Best	• Name what their bodies need for energy (food, water, exercise, sleep) • Describe how they feel when they don't have enough food, water, exercise or sleep • Make healthy choices independently, in their home or education setting • Explain how people might feel if they find something hard • Suggest ways to encourage others to keep going • Have a go at challenging themselves • Develop skills in planning, reviewing applying a trial and error approach • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone • Communicate with others by sharing with and listening to each other's ideas

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		Key Vocabulary: food water exercise sleep energy challenge encourage keep trying get better at practice encourage keep trying challenge
	Growing and Changing	• Describe seasonal changes • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot • Describe the life cycle of an animal • Talk about how babies change as they grow • Explain what babies need and how this changes as they grow • Share their own experiences and listen to those of the others • Talk about the similarities and differences between the males and females • Begin to play inclusively with their friends, regardless of their sex (if not already doing so)

		• Think differently and more openly about what a family may look like
		Key Vocabulary: seasons spring summer autumn winter, cold, hot, cycle growing life cycles baby child teenager adult old age family baby love care baby child teenager adult grow private parts

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PHSE (Personal, Social and Emotional Development) - Reception

Term	SCARF Unit Title	Knowledge covered
Autumn	Me and My Relationships	• Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. • Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them. • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them. • Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad.
		Key Vocabulary: special practice effort same different special favourite family help special people family friends help feelings happy sad emojis feelings happy sad kind helpful
	Valuing Difference	• Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others. • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story. • Talk about their family, customs and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others. • Recognise the similarities and differences between their home and those of others. • Talk about what makes their home feel special and safe. • Be sensitive towards others. • Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others. • Show friendly behaviour towards a peer. • Build relationships with others.
		Key Vocabulary: special likes dislikes favourite same different kind unkind family home new friend friendship kindness

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Spring	Keeping Myself Safe	• Name things that keep their bodies safe. • Name things that keep their bodies clean and protected. • Think about how to recognise things that might not be safe. • Make safe decisions about items they don't recognise. • Talk about what our bodies need to stay well. • Name the safe ways to store medicine and who can give it to children (adults). • Name some hazards and ways to stay safe inside. • Name some hazards and ways to stay safe outside. • Show how to care for the safety of others. • Name the adults who they can ask for help from, and will keep them safe. • Recognise the feelings they have when they are unsafe. • Talk about keeping themselves safe, safe touches and consent. • Share ideas about activities that are safe to do on electronic devices. • What to do and who to talk to if they feel unsafe online. • Name the people in their lives who help to keep them safe. • Name people in their community who help to keep them safe. • Talk about ways to keep themselves safe in their environment.
		Key Vocabulary: keep clean keep safe sleep water food fresh air cuddle medicine chemist doctor grown up safe unsafe detective safe unsafe tummy feelings uncomfortable safe worried tell adult trust safe worried tell adult trust address
	Rights and Responsibilities	• Name the special people in their lives. • Understand that our special people can be different to those of others. • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need.

		• Identify ways to help others in their community. • Identify ways in which they help at home. • Recognise the importance of taking care of a shared environment. • Name ways in which they can look after their learning environment. • Think about what makes the world special and beautiful. • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Talk about what can happen to living things if the world is not cared for. • Recognise coins and other items relating to money. • Identify the uses of money. • Talk about why it's important to keep money safe. • Identify ways to save money. • Talk about why we save money.
		Key Vocabulary: family look after help each other be alone friends look after help each other be alone working together responsibility helpful caring environment litter electricity pollution recycling money shop buy cost pay save safe place

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Summer	Being My Best	• Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle. • Recognise that some skills take time to learn. • Plan and review an achievable goal. • Celebrate the successes of their peers. • Name and choose healthy foods and drink. • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). • Explain the jobs of different food groups. • Identify the 5 ways to support their wellbeing. • Name some activities or ideas to promote positive mental health. • Reflect on their mental health and how they can protect it. • Describe the changes in their body during exercise and what is happening to their body. • Explain how exercise can help us stay well - physically and mentally. • Name some ways to keep their body fit and well. • Understand why our body needs sleep. • Talk about their own bedtime routine. • Suggest ways to have a calm evening and bedtime routine. **Key Vocabulary:** bounce back encourage try again food energy grow healthy fruit vegetable dairy exercise sleep wash healthy energy grow heart muscles routine calm sleep
	Growing and Changing	• Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience. • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up. • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others. • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique. • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe. **Key Vocabulary:** seasons spring summer autumn winter cycle growing life cycles baby child teenager adult old age family baby love care baby child teenager adult grow private parts penis vulva

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PHSE – Year 1 and 2 (cycle A)		
Term	**SCARF Unit Title**	**Knowledge covered**
Autumn	Me and My Relationships	• Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings; • Identify how feelings might make us behave: • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. • Identify simple qualities of friendship; • Suggest simple strategies for making up. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. **Key Vocabulary:** rules safe responsibility work together feelings body language emotions safe support feelings behaviour hurt help feelings heal family special people friendship making up listening
	Valuing Difference	• Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Explain some of their school rules and how those rules help to keep everybody safe. • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. **Key Vocabulary:** same different difference respect unkind unkindness tease teasing bully bullying behaviour rules safe fair special people qualities feelings fair unfair kind unkind bullying
Spring	Keeping Myself Safe	• Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help. **Key Vocabulary:** energy food water air oxygen exercise sleep healthy dairy fruit vegetables sugar salt cereal meat sleep rest grow tired feelings worried nervous scared support unsafe feelings emotions loss lost medicine safe harmful responsibility private trust privates

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	Rights and Responsibilities	• Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from; • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). **Key Vocabulary:** hygiene routine clean environment responsibility needs responsible rules money cost bills spending afford money bank coin note worth saving safe first aid risk accident danger hazard kettle safe burn scald accident emergency
		• Recognise the importance of fruit and vegetables in their daily diet;

Summer	Being My Best	• Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how a person's behaviour (including their own) can affect other people. **Key Vocabulary:** starchy dairy protein fruit vegetables vitamins portion healthy fruit vegetables dairy meat sugar salt cereal germs disease hygiene spread learning practice make mistakes confidence achievement praise support feedback encourage feelings behaviour consequences special person promise
	Growing and Changing	• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts. **Key Vocabulary:** organ heart lungs intestines brain stomach oxygen digested caring love attention change growing unkind unkindness tease teasing bully bullying witness experience getting help surprise secret uncomfortable privates private penis vulva hygiene

PSHE - Progression Map

Inspiring learners. Shaping futures.

PHSE – Year 1 and 2 (Cycle B)

Term	SCARF Unit Title	Knowledge covered
Autumn	Me and My Relationships	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • Take part in creating and agreeing classroom rules. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. **Key Vocabulary:** happy safe caring friendly rules feelings showing feelings help bullying teasing repeated regular bullying help don't do that bullying repeated friendly friendship feelings help
	Valuing Difference	• Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people. • Recognise and explain how a person's behaviour can affect other people. • Identify people who are special to them; • Explain some of the ways those people are special to them. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. **Key Vocabulary:** unique respect feelings behaviour calm aggressive solve special people help feelings cooperate kind kindness unkind feelings listening being listened to listen problem
Spring	Keeping Myself Safe	• Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

PSHE - Progression Map

		Key Vocabulary: sleep medicines safety safe unsafe feelings worried safe unsafe feelings getting help touch feelings uncomfortable touch hurt uncomfortable surprise secret safe unsafe tell genitals penis vulva private private parts consent permission secret uncomfortable unsafe tell someone you trust
	Rights and Responsibilities	• Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair);

		• Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
		Key Vocabulary: responsibility help share take turns listen feelings control erupt safe unsafe uniform ask for help environment responsibility money spending saving
Summer	Being My Best	• Explain the stages of the learning line showing an understanding of the learning process; • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
		Key Vocabulary: practice encourage goal achieve challenge choose choices healthy unhealthy vaccination injection disease hygiene germs teeth dental hygiene oxygen water food exercise rest brain heart lungs stomach small intestine large intestine food water
	Growing and Changing	• Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information.
		Key Vocabulary: help support supportive change loss feelings emotions frightened nervous growing food rest sleep care learning unique special penis testicles vulva nipples genitals penis vulva private privacy consent permission first aid risk accident danger hazard kettle safe burn scald accident emergency

PSHE - Progression Map

Inspiring learners. Shaping futures.

PHSE – Year 3 and 4 (cycle A)

Term	SCARF Unit Title	Knowledge covered
Autumn	Me and My Relationships	• Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.
		Key Vocabulary: rules safety responsibility care loss feelings cooperate collaborate friendship falling out making up compromise conflict point of view dare persuade feelings continuum opinions respectful courteous challenging strategies point of view calm apologise listen making up
	Valuing Difference	• Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.
		Key Vocabulary: family adoption fostering same-sex couple blended family community belonging respect cooperation listening skills politeness courtesy manners similarities differences identity respect similarities differences name calling bullying prejudice disability gender race colour sexuality

PSHE - Progression Map

Inspiring learners. Shaping futures.

Spring	Keeping Myself Safe	• Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills;

		• Understand where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
		Key Vocabulary: trust safe unsafe danger (dangerous) risk (risky) feelings strategies consequence risk safer risk drugs cigarettes nicotine alcohol risk browsing phishing search engine fake news internet safety internet safety private public profile personal information decisions risks strategies medicines drugs harmful helpful instructions
	Rights and Responsibilities	• Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language. • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
		Key Vocabulary: volunteer wellbeing helper responsible safe healthy fact opinion environment waste income saving spending earning income

PSHE - Progression Map

Inspiring learners. Shaping futures.

Summer	Being My Best	• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different view points; • Make recommendations, based on their research. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
		Key Vocabulary: balanced diet proteins muscles dairy teeth bones starchy carbohydrates energy fruit & veg healthy infection cleanliness hygiene rest sleep water medicine drug dose safety instructions debate discussion continuum courteous respectful justify goals ambitions improve achieve collaboration cooperation teamwork goal-setting talents skills intelligence
	Growing and Changing	• Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.
		Key Vocabulary: relationships positive healthy trust caring personal space body space invade uncomfortable stop respect touch secret surprise feelings uncomfortable angry upset jealous worried excited scared talk egg sperm puberty period ovary fallopian tube uterus (womb) lining vagina period/menstruation pad tampon menstruation cup breasts genitals testicles womb wet dream penis

PHSE – Year 3 and 4 (cycle B)

Term	SCARF Unit Title	Knowledge covered

PSHE - Progression Map

Inspiring learners. Shaping futures.

Autumn	Me and My Relationships	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information. • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. **Key Vocabulary:** feelings physical effects sad unhappy devastated miserable distressed lonely alone ignored isolated abandoned apologetic regretful remorseful rueful repentant aching sore excruciating agonising painful happy delighted ecstatic joyful calm untroubled assured confident peaceful scared frightened petrified terrified bothered positive, healthy relationship respect responsibilities qualities excluded assertive aggressive negotiate friendly rude aggressive consequences face-to-face assertive compromise respectful collaborate collaboration collaborative teamwork feelings physical effects facial expressions body language unkind tease bully pressure independent
	Valuing Difference	• Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared. • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing respect to others' differences. • Understand and identify stereotypes, including those promoted in the media. **Key Vocabulary:** negotiation compromise body space invade sharing acquaintances aggressive apologise similarities differences respect stereotype
Spring	Keeping Myself Safe	• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. **Key Vocabulary:** danger dangerous risk risky hazard hazardous privacy privacy settings security dare assertive medicine drug choices social norm persevere influence consequences

PSHE - Progression Map

Inspiring learners. Shaping futures.

	Rights and Responsibilities	• Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these.

		• Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. • Define the word influence; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions. • Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work. • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential. • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
		Key Vocabulary: being responsible reliable trustworthy safe healthy rules laws rights responsibility United Nations rules democracy influence opinion respectful courteous anti-social behaviour witness environment conservation income expenditure essential income tax national insurance VAT deductions public services
Summer	Being My Best	• Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.
		Key Vocabulary: individual unique choices balanced diet wellbeing mental health refuse reduce re-use rot recycle repair re-think community first aid injury minor accident emergency blood nose bleed choking breathing airway unresponsive casualty burn scald wound recovery

PSHE - Progression Map

Inspiring learners. Shaping futures.

	Growing and Changing	• Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
		Key Vocabulary: learning line practice compromise hormones puberty pubic hair eggs sperm penis testicles breasts ovaries womb vagina vulva clitoris labia puberty menstrual cycle eggs periods menstruation period/menstruation pad tampons menstruation cup wet dreams testicles sperm wet dreams secret surprise uncomfortable feelings marriage live together civil partnership forced marriage

PSHE - Progression Map

Inspiring learners. Shaping futures.

PHSE – Year 5 and 6 (cycle A)

Term	SCARF Unit Title	Knowledge covered
Autumn	Me and My Relationships	• Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills. • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
		Key Vocabulary: collaborate negotiation compromise conflict resolution insensitive sensitive unhealthy relationship verbal abuse physical abuse sexual abuse uncomfortable touching unsafe assertive passive aggressive emotions emotional needs non-verbal body language tone of voice face-to-face
	Valuing Difference	• Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end. • Rehearse active listening skills: • Demonstrate respectfulness in responding to others; • Respond appropriately to others. • Develop an understanding of discrimination and its injustice, and describe this using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Consider how discriminatory behaviour can be challenged. • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.
		Key Vocabulary: friendship talking listening listening skills respect excluded discrimination prejudice metaphor diverse multicultural society sex sexual orientation gender identify gender expression embarrassed reactions consequences

PSHE - Progression Map

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Spring	Keeping Myself Safe	• Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk. • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it. • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;

		• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
		Key Vocabulary: habit addiction pros cons weigh up risk bullying cyberbullying dare pressure resist pressure assessing risk pressure influence risk taking personal information privacy settings drugs cigarettes alcohol norms perception risk taking assertive
	Rights and Responsibilities	• Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing. • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read. • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community.
		Key Vocabulary: responsibility fact opinion biased unbiased rights responsibility duties voluntary group community group pressure (action) group costs wages salaries rent Fair Trade borrow loan credit debit interest public services council vote elections councillors

PSHE - Progression Map

Inspiring learners. Shaping futures.

Summer	Being My Best	• Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.
		Key Vocabulary: healthy choices organs body systems perseverance commitment resilience determination patience interpersonal skills community school community independence responsibility personal qualities celebrities
	Growing and Changing	• Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.
		Key Vocabulary: wellbeing resilience trust resilience unwanted attention unwanted touch separation fostered pubic hair clitoris vulva vaginal opening urinary opening lips (labia) penis scrotum testicles foreskin anus wet dream erection stretch marks crush puberty genitalia semen menstruation period period/menstruation pads tampon menstruation cup sanitary protection embarrassed reactions consequences hormones compromise respect mood swings in confidence break a confidence confidential prejudice biological sex sexual orientation gender identity gender expression verbal abuse physical abuse

PHSE – Year 5 and 6 (cycle B)

Term	SCARF Unit Title	Knowledge covered

PSHE - Progression Map

Inspiring learners. Shaping futures.

Autumn	Me and My Relationships	• Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. **Key Vocabulary:** collaboration teamwork negotiation compromise balanced friendship respectful assertive peer pressure assertiveness resolution sensitive thoughtful response marriage civil partnership forced marriage illegal appropriate inappropriate illegal privacy settings identity theft secure
	Valuing Difference	• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied . • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. **Key Vocabulary:** witness bystander unique positive feedback confidence self-esteem unique diversity biological sex sexual orientation gender identity gender expression stereotype point of view cultural norms respect disrespect body language empathy unique identity prejudice respect diversity tolerance relationships friend acquaintance stereotype gender stereotype media influence assumption

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Spring	Keeping Myself Safe	• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol.

		• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met. • Understand and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together.
		Key Vocabulary: social media parental consent trolling online safety sharing privacy personal information online safety right to privacy sharing online permission illegal sexual images habit addiction emotional needs drug legal illegal medical non-medical drug laws age restrictions possess supply produce illegal penalties alcohol short-term effects long-term effects risks norms physical needs emotional needs independence responsibility conflicting emotions
	Rights and Responsibilities	• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it. • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest. • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
		Key Vocabulary: biased unbiased fact opinion stereotype social media profile image online safety sharing saving bank (building society) account Junior ISA interest debit card cash value tax income tax (PAYE) VAT public services voluntary group community group pressure (action) group mission statement values beneficiary campaign bid mission statement pitch grant beneficiary environmentally sustainable composting recycling energy materials waste transport shop local food miles Fair Trade reuse democracy election manifesto candidate voting policies voting booth ballot slip ballot box constituencies House of Commons MP proposal debate amendments penalties enforcement majority House of Commons House of Lords Royal Assent

PSHE - Progression Map

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Summer	Being My Best	• Identify aspirational goals; • Describe the actions needed to set and achieve these. • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe.
		Key Vocabulary: wellbeing connect be active take notice (mindful) keep learning (get creative) give aspirations goal setting perseverance health wellbeing accurate reliable sources assessing risk weigh up dilemma assessing risk weigh up choices influence Red Cross first aid emergency 999 ambulance operator information serious adult scenario script role feelings panic calm responsive unresponsive
	Growing and Changing	• Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify the changes that happen through puberty to allow sexual reproduction to occur;

		• Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. • Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themself from HIV.
		Key Vocabulary: change support conversation discuss body image self-esteem manipulation media manipulation stereotype gender stereotype peer pressure right to privacy sharing online online safety puberty physical changes emotional changes rights FGM in confidence break a confidence confidential egg ovaries sperm testicles puberty vagina penis orgasm embryo womb sexual intercourse consensual condom surrogacy adoption IVF age of consent miscarriage HIV infection immune system virus transmission sharing needles sexual contact condom prejudice