

PSHE Progression Map

Mapping to DfE Statutory Guidance Categories and statements: Relationships Education & Physical Health and Mental Wellbeing (Primary)

Concepts	Components
RELATIONSHIPS: Families and people who care for me RSE Link: Families and people who care for me PSHE Association Link: Relationships: Families and close positive relationships (KS1 – R1, 2, 3, 4, 5, H22, KS2: R1, 2, 3, 5, 6, 7, 8, 9) SCARF link: Me and my relationships	Special people Family life Sense of belonging Difference Unions Feeling safe
RELATIONSHIPS: Caring Friendships RSE Link: Caring Friendships PSHE Association Link: Relationships: Friendships (KS1: R6, 7, 8, 9. KS2:R10, 11, 13,14, 16, 18) SCARF link: Me and my relationships	Making friends Communication Healthy friendships
RELATIONSHIPS: Respectful relationships RSE Link: Respectful relationships PSHE Association Link: Relationships: Managing hurtful behaviour and bullying & Respecting self and others (KS1: R6, 8, 10, 11, 12, 15, 17, 22, 23, H21, 22, 23, L4, 6 KS2: R19, 20, 21, 22, 26, 28, 31, 32, 33, 34, L6, 7, 8, 9) SCARF link: Me and my relationships	Respectfulness Responsibility Bullying
RELATIONSHIPS: Online relationships RSE Link: Online relationships PSHE Association Link: Relationships: Safe relationships & Living in the Wider World: Media literacy & digital resilience (KS1: R12, 15, 20, H34 KS2: R24, 29, 30, 31, L13, 14) SCARF link: Me and my relationships	Online relationships
SAFETY: Being Safe RSE Link: Being safe PSHE Association Link: Relationships: Safe relationships (KS1: R17, 13, 18, 14, 15, 19, 20. KS2: R22, 24, 25, 27, 29, H45) SCARF link: Keeping myself safe	Feeling safe Protecting ourselves (including consent)

<p>SAFETY: Internet safety and harms</p> <p>RSE Link: Internet safety and harms PSHE Association Link: Relationships: Managing hurtful behaviour and bullying, Respecting self and others, Living in the Wider World: Media Literacy & digital resilience, Health and Wellbeing: Healthy Lifestyles, Keeping safe (L7, 8, 9, H9, 28, 34, R10, 12 KS2: L11, 12, 13, 14, 15, 16, H13, 37, 42, R20, 30) SCARF link: Me and my relationships, Keeping myself safe, Valuing difference, Rights and Responsibilities, Growing and Changing</p>	<p>Online risks</p>
<p>SAFETY: Drugs, alcohol and tobacco</p> <p>RSE Link: Drugs, alcohol & tobacco PSHE Association Link: Health & Wellbeing: Drugs, alcohol & tobacco (KS1: H37, KS2: H46, 47, 48) SCARF link: Keeping myself safe</p>	<p>Healthy choices</p>
<p>SAFETY: Basic First Aid</p> <p>RSE Link: Basic first aid PSHE Association Link: Health and Wellbeing: Keeping safe (KS1: H35, 36, 37, KS2: H44, 45) SCARF link: none https://www.sja.org.uk/get-advice/resource-archive/low-blood-sugar-diabetes-lesson-plan/</p>	<p>First aid (Inc diabetic emergency training for KS2)</p>
<p>SAFETY: Living safely and well</p> <p>RSE Link: none PSHE Association Link: Health and Wellbeing: Keeping safe (KS1: H28, 29, 30, 32, 33, 35, 36 KS2: H37, 38, 39, 41) SCARF link: Rights and Responsibilities Other links: Based on https://www.think.gov.uk/ Road safety https://rnli.org/youth-education/ Water safety https://www.london.gov.uk/what-we-do/health/healthy-schools-london Gang culture/ CCE/ CSE</p>	<p>Fire safety Money management Road safety Water safety Gang culture/ CCE/ CSE</p>

<p>HEALTH AND WELL BEING: Mental wellbeing</p> <p>RSE Link: Mental wellbeing PSHE Association Link: Health and Wellbeing: Mental Health, Relationships: Friendships, Relationships: Managing hurtful behaviour and bullying. (KS1: H1, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 27, R7, 10, 11, 12 KS2: H15, 16, 17, 19, 20, 21, 22, 24, R13, 19, 20)) SCARF link: Valuing Difference, Rights and Responsibilities</p>	<p>Mental Health Understanding emotions Community Trusted adults</p>
<p>HEALTH AND WELLBEING: Physical Health and Fitness</p> <p>RSE Link: Physical Health and Fitness PSHE Association Link: Health and Wellbeing: Healthy lifestyles (physical wellbeing) (KS1 H1, 3, 10 KS2: H4, 7, 14) SCARF link: Me and my relationships, Keeping myself safe, Growing and changing</p>	<p>Healthy living Health risks</p>
<p>HEALTH AND WELL BEING: Healthy Eating</p> <p>RSE Link: Healthy Eating PSHE Association Link: Health and Wellbeing: Healthy lifestyles (physical wellbeing) (KS1: H2, 3 KS2: H1, 2, 3, 6) SCARF link: Being my best</p>	<p>Healthy diet</p>
<p>HEALTH AND WELLBEING: Keeping Healthy</p> <p>RSE Link: Health and Prevention PSHE Association Link: Health and Wellbeing: Healthy lifestyles (physical wellbeing), Keeping safe (KS1 H4, 5, 6, 7, 8. KS2: H5, 8, 9, 10, 11, 40) SCARF link: Keeping myself safe, Being my best</p>	<p>Sun safety Sleep hygiene Dental hygiene Personal hygiene</p>
<p>HEALTH AND WELL BEING: Changing Adolescent Body</p> <p>RSE Link: Changing Adolescent Body PSHE Association Link: Health and Wellbeing: Ourselves, growing and changing (KS1 H25, 26 KS2: H30, 31, 32, 34) SCARF link: Growing and changing</p>	<p>My changing body</p>

Components	Yr R	Yr 1 & 2	Yr 3 & 4	Yr 5 & 6
Special people	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 that there are many different types of family. 	<ul style="list-style-type: none"> • 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. 	That families are important for children growing up because they can give love, security, and stability.
SCARF links		2,	2,6	2,3,5
Family life	<ul style="list-style-type: none"> • Talk about their family, customs and traditions. • Listen to others talk about their experiences. 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • Name some positive and negative feelings; • Suggest reasons why young people sometimes fall out with their parents; 	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family

	<ul style="list-style-type: none"> • 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. 	cuddling, washing, changing, feeding.		members, the importance of spending time together and sharing each other's lives.
SCARF links		2, 6	1, 2, 6	1, 2, 6

CONCEPT: RELATIONSHIPS: Families and people who care for me

	Sense of belonging	<ul style="list-style-type: none"> Recognise that they belong to various groups – their class and school. Recognise that people that they belong to groups have things in common, e.g. they wear a school uniform at Harefield. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'. Recognise the factors that make people similar to and different from each other; List some of the ways that people are different to each other (including differences of race, gender, religion); 	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.
	SCARF links		1, 2	2, 6	1, 2, 6
	Difference	<ul style="list-style-type: none"> 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. 	<p>Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.</p> <ul style="list-style-type: none"> Define the word respect and demonstrate ways of showing respect to others' differences. Identify some of the physical and non-physical differences and similarities between people; 	<p>Explain that people living in the UK have different origins;</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together</p>	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.

	SCARF links		1, 2	2, 6	1, 2, 6
	Unions			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.	That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.
	SCARF links			6	1
	Feeling safe	<ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe. 	<ul style="list-style-type: none"> •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. 	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
	SCARF Links		3,6		1, 6

CONCEPT: RELATIONSHIPS: Caring friendships

Making friends	<ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique. • Recognise that we can have things in common with others (e.g. interests, likes). • Know the importance of showing care and kindness towards others. 	<ul style="list-style-type: none"> • Identify simple qualities of friendship; • Suggest simple strategies for making up. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other 	<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people • Identify qualities of friendship; <p>Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again</p> <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • 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. 	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>
SCARF Links		1	1, 2, 6	1, 2, 3

Communication	<ul style="list-style-type: none"> Know what active listening looks like – eyes looking, ears listening, body is still, raise your hand to speak and ask questions etc. 	<ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. <p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Understand there are times when they might need to say “No” to a friends and that that's OK.</p>	<p>Recognise that there are times when they might need to say 'no' to a friend;</p> <ul style="list-style-type: none"> Describe appropriate assertive strategies for saying 'no' to a friend. Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p>	<p>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.</p>
SCARF Links		1, 2, 5, 6	1, 2, 5, 6	1, 2, 3,

Healthy friendships	<ul style="list-style-type: none"> • 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. • Show friendly behaviour towards a peer. • Understand that friends fall out sometimes. • Demonstrate skills in building friendships and cooperation (e.g. inviting to join in our play, sharing and taking turns, saying nice things, listening, helping etc.) 	<ul style="list-style-type: none"> • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. <p>Recognise how a person's behaviour (including their own) can affect other people. Explain how it feels to be part of a group;</p> <ul style="list-style-type: none"> • 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. <p>Describe and record strategies for getting on with others in the classroom.</p>	<ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations. 	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p>
SCARF Links		1,2,6	1,2,3	1,2,3,5

CONCEPT: RELATIONSHIPS: Respectful Relationships

Respectfulness	<ul style="list-style-type: none"> Suggest ways in which we can be kind towards others. Demonstrate skills in cooperation with others. 	<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Know and use words and phrases that show respect for other people. Recognise how a person's behaviour (including their own) can affect other people Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Recognise and explain how a person's behaviour can affect other people. 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. Describe and record strategies for getting on with others in the classroom. Know that you are not allowed to touch someone's private belongings without their permission 	<ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully Develop skills in discussion and debating an issue; Empathise with different viewpoints; Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions. Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration 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. 	<ul style="list-style-type: none"> 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. The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness.
SCARF links		1,2,5	2,1,4,5, 6	1,3,2,6

Responsibility	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</p> <ul style="list-style-type: none"> • Recognise that they can play a role in influencing outcomes of situations by their actions. 	<p>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.</p>
SCARF links		1, 2,5,4,6	1,2,4	1,2,3

Bullying	<ul style="list-style-type: none"> • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. 	<ul style="list-style-type: none"> • Explain the difference between teasing and bullying, including that name calling is a form of bullying. • Identify situations as to whether they are incidents of teasing or bullying • Understand and describe strategies for dealing with bullying: including saying who they could get help from in a bullying situation Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying is usually quite rare. • Say who they could get help from in a bullying situation 	<p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is. Give examples of strategies to respond to being bullied, including what people can do and say;</p> <p>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. Recognise that repeated name calling is a form of bullying;</p>	<p>To know 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.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p> <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>
SCARF links		1 2 4 6	1 2 3	1 2, 4, 5 6

CONCEPT: RELATIONSHIPS: Online Relationships

Online relationships	<ul style="list-style-type: none"> • What to do and who to talk to if they feel unsafe online. • Stop. Think. Tell someone – if they see something online that makes them feel scared or worried. • Know the importance of not sharing any information with strangers. 	<ul style="list-style-type: none"> • Start thinking about how to stay safe online, including safety around sharing images; • Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. • Know the importance of keeping personal information private, when online and only talking to people they know in real life; • Know that they can tell an adult they trust if anything happens that makes them worried. <p>Identify situations in which they would need to say “Yes”, “No”, “I’ll ask” or “I’ll tell” in relation to keeping themselves or others safe.</p>	<p>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.</p> <ul style="list-style-type: none"> • Recognise that people may say kind things to help us feel good about ourselves; <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 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</p>	<p>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. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>
SCARF links		3 4	3 5	1 2 3 4 6

CONCEPT: SAFETY: Being Safe

Feeling safe	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Identify risk factors in given situations; Suggest ways of reducing or managing those risks. Identify situations which are safe or 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. 	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
SCARF links		2 3 4 6	1 3 6	1 2 3 4 5 6

	Protecting ourselves (including Consent)	<ul style="list-style-type: none"> Name the adults who they can ask for help from, and will keep them safe. Recognise the feelings they have when they are unsafe. <p>CONSENT Talk about keeping themselves safe, safe touches and consent (e.g. when we want to hug people).</p>	<ul style="list-style-type: none"> Understand and learn the PANTS rules; Name and know which parts should be private; <ul style="list-style-type: none"> Explain that our genitals help us make babies when we are older Understand that we mostly have the same body parts but how they look is different from person to person. <p>Start thinking about who they trust and who they can ask for help. Explain the difference between a secret and a nice surprise;</p> <ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. <p>CONSENT</p> <ul style="list-style-type: none"> Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch and that ; <p>Understand that your body belongs to you You get to decide about your own body No one should touch you without permission</p>	<ul style="list-style-type: none"> 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. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Know the correct terminology for their genitalia; Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. <p>CONSENT Understand that they have the right to protect their personal body space; Understand what is meant by the term body space (or personal space);</p> <ul style="list-style-type: none"> Identify when it is appropriate or inappropriate to allow 	<ul style="list-style-type: none"> Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; <p>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. How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>CONSENT To know the importance of permission-seeking and giving in relationships with friends, peers and adults That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>
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			<p>Consent means always choosing to respect others' boundaries</p> <ul style="list-style-type: none"> •Recognise that some touches are not fun and can hurt or be upsetting; •Know that they can ask someone to stop touching them; <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify parts of the body that are private;</p> <ul style="list-style-type: none"> •Describe ways in which private parts can be kept private; •Identify people they can talk to about their private parts. 	<p>someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p>	
	SCARF links		3 4 6	1 3 6	13 4 5 6

CONCEPT: SAFETY: Internet safety and harms

Online risks	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Start thinking about how to stay safe online, including safety around sharing images; Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried. 	<ul style="list-style-type: none"> Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decision <p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing;</p> <p>Understand that we can be influenced both positively and negatively;</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p> <p>Understand how an event can be perceived from different viewpoints;</p> <ul style="list-style-type: none"> 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. <p>How information and data is shared and used online.</p> <ul style="list-style-type: none"> Recognise potential risks associated with browsing online; Explore why rules are different for different age groups, in particular for internet-based activities; 	<p>That for most people the internet is an integral part of life and has many benefits.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>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.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p> <p>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.</p> <p>Understand the difference between 'fact' and 'opinion';</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Give examples of strategies for safe browsing online.</p>
SCARF links		34	2 3 5	1 2 3 5 6

CONCEPT: SAFETY: Drugs, alcohol and tobacco

Healthy choices	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • 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. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. • Explain safety issues for medicine use; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Suggest alternatives to taking a medicine when unwell;</p> <p>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p>
SCARF links		3	3	3 5

CONCEPT: SAFETY: Basic First Aid

<p>First aid</p> <p>Plus https://www.sja.org.uk/get-advice/resource-archive/low-blood-sugar-diabetes-lesson-plan/</p> <p>St Johns Ambulance Basic Life support resources</p>	<p>https://firstaidtrainingcooperative.co.uk/5-ways-to-introduce-first-aid-concepts-in-early-years/</p> <ul style="list-style-type: none"> Start to recognise the symbols in the environment for first aid kits, eye wash stations and defibrillators and have an understanding of why we have them. Know that 999 is an important number. Knowing who's there to help us 	<ul style="list-style-type: none"> To know what the term "first aid" means and why people may need "first aid" To know who can help if there is an accident and someone is hurt. How to get help in an emergency (how to dial 999 and what to say) 	<p>How to make a clear and efficient call to emergency services if necessary.</p> <p>St Johns Ambulance Basic Life support resources</p> <p>Understand how to recognise if a diabetic has low blood sugar and what to do https://www.sja.org.uk/get-advice/resource-archive/low-blood-sugar-diabetes-lesson-plan/ (Specifically due to need in the school)</p>	<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>St Johns Ambulance Basic Life support resources</p> <p>Understand how to recognise if a diabetic has low blood sugar and what to do https://www.sja.org.uk/get-advice/resource-archive/low-blood-sugar-diabetes-lesson-plan/ (Specifically due to need in the school)</p>
<p>SCARF links</p>				

CONCEPT: SAFETY: Living safely and well

Fire safety	<ul style="list-style-type: none">• Name some hazards and ways to stay safe inside.• Know what could be unsafe in the classroom and at home (electric sockets, cooker, hot drinks etc.)• Show how to care for the safety of others.	How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches or lighters)	<p>Be able to spot and name difference hazards (including fire risks) that may cause harm, injury or risk in the home.</p> <p>To be able to know and verbalise how to reduce risks and keep safe.</p>	<p>Begin to know how to predict, assess and manage risk in different situations.</p> <p>Be able to articulate confidently, how to predict, assess and manage risk in different situations</p>
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Money Management (inc jobs/aspirations)	<ul style="list-style-type: none"> • Recognise coins and other items relating to money. • Know how people get money and why they need money. • Identify the uses of money. • Know why it's important to keep money safe and why we save money. • Identify ways to save money. 	<p>Explain where people get money from and what a family might spend their money on. Explain the importance of keeping money safe. Understand the concept of saving money.</p> <p>Understand that people have choices about what they do with their money and that these can be spent on essential and non-essential items. Know that money can be saved for a use at a future time and know the reasons people might do this. Explain how they might feel when they spend money on different things</p>	<p>Understand the terms "income, saving and spending" and recognise that there are times that we buy items we want and we save for items we want. Explain that people earn their income through their jobs and the amount they are paid is due to a range of factors. Define the terms "income" and "expenditure". Think about items and services of expenditure in the school and in the home. Understand how a pay slip is laid out showing both pay and deductions.</p>	<p>Define the terms loan, credit, debt and interest. Suggest advice for situations involving personal finance. The benefits of saving money and describe the different ways money can be saved. Recognise 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.</p>
SCARF links		4	4	

<p>Road safety</p> <p>Based on</p> <p>https://www.think.gov.uk/</p>	<ul style="list-style-type: none"> • To develop familiarity with the Green Cross Code - Stop, Look, Listen and Think sequence. • To know that they need to cross roads with grown-ups, go straight across the road and keep looking and listening while they cross. 	<p>To develop familiarity with the Stop, Look, Listen and Think sequence 2. To know that pedestrians walk on the pavement and vehicles travel on the road 3. To know how to walk safely with a grown up and hold hands when walking near the road</p> <p>I understand why it is important to be bright and seen. I know why I need a child car seat when I travel in a car. To know how to travel in a car or a bus</p> <p>I know that pedestrians walk on the pavement and vehicles travel on the road. I know safer crossing places and how to use them. I know the Stop, Look, Listen and Think sequence. I know how to use the correct behaviour to keep myself safe.</p>	<p>Pupils will have reviewed the Stop, Look, Listen, Think sequence and discussed how it can be applied in a range of settings. They will have discussed how distractions such as mobile phones and pressure from peers may cause dangerous situations</p> <p>I know the key road skills that I will need when I am old enough to travel without an adult. 2. I know how to plan a safer journey to school. 3. I know my responsibilities as a pedestrian, cyclist, passenger in a car or on public transport.</p>	<p>To know how to travel independently (only with permission) to and from school as a pedestrian, cyclist or on public or school transport.</p> <p>To know the risks - and the effect of risky behaviour – on the road and can develop strategies to cope with dangerous situations caused by others.</p> <p>To know the Green Cross Code, and safer crossing places on the road.</p> <p>To know The Highway Code, rules of the road and road signs.</p> <p>To know risk and the effect of risky behaviour and can develop strategies to cope with dangerous situations caused by others.</p>
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<p>Water safety https://rnli.org/youth-education/</p>		<p>Ways to keep safe in familiar and unfamiliar environments (eg. Beach, river...) To know the 4 important messages for water safety; Stop and think/ Stay together/ Float/ Call 999/112</p>	<p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety. To know that to minimise my chances of getting into danger in the water I need to identify potential hazards To know that it is safer to enter the water when I am with an adult To know if I fall into cold water, I know to float on my back until I have controlled my breathing, then call for help and raise my hand to draw attention or swim to safety if I'm able to do so. To know how to respond if I see someone in danger in the water – either use my mobile phone or ask an adult to call 999/112 immediately</p>	<p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety. To know I am familiar with the work of the RNLI and their volunteers in providing lifeboat services and seasonal lifeguards. To know my responsibilities as an individual and in a group when around water</p>
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<p>Gang culture/ CCE/ CSE</p> <p>https://www.london.gov.uk/what-we-do/health/healthy-schools-london</p>			<p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>Why and how laws and rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination</p> <p>To understand other people's experiences to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help to recognise and challenge stereotypes</p>	<p>To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these come sometimes conflict with each other</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>To recognise the different risks in different situations and then decide how to behave responsibly that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic</p>
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				techniques for resisting peer pressure to do wrong Where individuals, families and groups can get help and support
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CONCEPT: HEALTH AND WELL BEING: Mental wellbeing

Mental Health	<ul style="list-style-type: none"> • Know what it means to have a healthy mind. • Identify the 5 ways to support their wellbeing. • Reflect on their healthy mind and how they can protect it. 	<p>Identify a range of feelings;</p> <ul style="list-style-type: none"> • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. <p>Know what the term "Mental health" means and that it is just as important as physical health.</p>	<ul style="list-style-type: none"> • 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 their understanding of health and wellbeing issues that are relevant to them. 	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 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.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health</p>
SCARF links		1	1	1 4 5

Understanding emotions	<ul style="list-style-type: none"> • 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, happy or angry. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad, worried or angry. 	<ul style="list-style-type: none"> • 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.) • Recognise that people have different ways of expressing their feelings; • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Suggest ways of dealing with different kinds of hurt. • Recognise the range of feelings that are associated with loss. • Identify helpful ways of responding to other's feelings. • Explain, and be able to use, strategies for dealing with impulsive behaviour. 	<p>Explain some of the feelings someone might have when they lose something important to them.</p> <ul style="list-style-type: none"> • Understand that these feelings are normal and a way of dealing with the situation. • Describe some of the changes that happen to people during their lives. <p>Suggest people who may be able to help them deal with change.</p> <p>Demonstrate a range of feelings through their facial expressions and body language;</p> <p>Recognise that their feelings might change towards someone or something once they have further information.</p> <p>Recognise potential consequences of aggressive behaviour;</p> <p>.</p>	<p>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.</p> <p>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.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <ul style="list-style-type: none"> • Suggest strategies for dealing with someone who is behaving aggressively.
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SCARF links		1 2 3 4 5 6	1 2 3 6	1 3 6
Community	<ul style="list-style-type: none"> • Know that they belong to various groups – class, school, church, clubs etc. • Identify people in their community that can help them – special people and safer strangers. • Know that safer strangers (police officers, doctors, fire fighters) usually wear an uniform and name badge. 	<ul style="list-style-type: none"> • Define the term 'community'; • Identify the different communities that they belong to; <p>Define what a volunteer is;</p> <p>Identify people who are volunteers in the school community;</p> <ul style="list-style-type: none"> • 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; <p>• Suggest and use strategies for helping someone who is feeling left out.</p> <ul style="list-style-type: none"> • Identify special people in the school and community who can keep them safe; • Know how to ask for help. 	<ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; <p>Define what is meant by 'being responsible';</p> <p>Describe the various responsibilities of those who help them stay healthy and safe;</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p> <ul style="list-style-type: none"> • Understand where to get help from when making decisions. 	<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p>
SCARF links		3	2 4	4 5

Trusted adults	<ul style="list-style-type: none"> • Know that special people can help them (family and carers). • Know that safer strangers can help them (teachers, doctors, police officers etc.) • Know who can help them if they feel unhappy or unsafe. 	<p>To know and be able to name trusted adults in school and what they can help with.</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p> <ul style="list-style-type: none"> •Suggest people who may be able to help them deal with change. 	<ul style="list-style-type: none"> •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 	<p>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).</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard .</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult..</p> <p>Where to get advice e.g. family, school and/or other sources.</p>
SCARF links	1	1	6	1 3 6

CONCEPT: HEALTH AND WELL BEING: Physical Health and Fitness

Healthy living	<ul style="list-style-type: none"> • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well. • Recognising that exercise, sleep and rest, healthy eating and healthy mind are important to our health. • 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. 	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • 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. • Recognise that exercise and sleep are important to health. 	Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p>
SCARF links	5	3 5		4 5

Health risks	The risks associated with unhealthy eating (including tooth decay, tiredness and poor concentration).	<ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them. 	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	The risks associated with an inactive lifestyle (including obesity). How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
SCARF links		6	4	4

CONCEPT: HEALTH AND WELL BEING: Healthy Eating

Healthy diet	<ul style="list-style-type: none"> 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. 	<p>Recognise the importance of fruit and vegetables in their daily diet;</p> <ul style="list-style-type: none"> Know that eating at least five portions of vegetables and fruit a day helps to maintain health <p>Recognise that they may have different tastes in food to others;</p> <p>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <ul style="list-style-type: none"> Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</p> <p>Explain what is meant by the term 'balanced diet';</p> <p>Give examples what foods might make up a healthy balanced meal.</p> <p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p>	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>To know and recognise 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).</p>
SCARF links	5	5	35	34

CONCEPT: HEALTH AND WELL BEING: Keeping Healthy

Sun safety	<ul style="list-style-type: none"> Know why and how we keep ourselves safe in the sun. 	How to keep safe in the sun and protect skin from sun damage.	The benefits of sun exposure and risks of overexposure, how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer (<i>depending on time of year of visit</i>).
SCARF links		5		5
Sleep hygiene	<ul style="list-style-type: none"> Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and bedtime routine. 	<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. 	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; 	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
SCARF links		3 5		

Dental hygiene	<ul style="list-style-type: none"> Know how and why they need to look after their teeth (healthy food and drinks, brushing, dentist visits). Know how to brush their teeth. 	<p>Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.</p> <ul style="list-style-type: none"> Explain the importance of good dental hygiene; Describe simple dental hygiene routines. 	How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar/acidic drinks, the effects of smoking)	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
SCARF links	3 5	3 4 5		
Personal hygiene	<ul style="list-style-type: none"> Know how to wash their hands. Understand why and when they need to wash their hands. Understand the importance of covering their mouth when sneezing and coughing. 	<ul style="list-style-type: none"> Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. <p>Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.</p>	<p>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.</p> <ul style="list-style-type: none"> 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). 	To know and understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to allergies, immunisation and vaccination.

SCARF links	3 5	4 5	5 3	5 6
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CONCEPT: HEALTH AND WELL BEING: Changing Adolescent Body

<p>My changing body</p>	<ul style="list-style-type: none"> • Know the different parts of their body – arms, head, legs, chest etc. • Understand that their body has changed since they were a baby (baby, toddler, child). • 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. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate 	<p>Understand some of the tasks required to look after a baby;</p> <ul style="list-style-type: none"> • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. <p>Identify things they could do as a baby, a toddler and can do now;</p> <ul style="list-style-type: none"> • Identify the people who help/helped them at those different stages • 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. 	<ul style="list-style-type: none"> • 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. • 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 periods are a normal part of puberty for girls; • Identify some of the ways they can cope better with periods. 	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. To know and understand menstrual wellbeing including the key facts about the menstrual cycle.</p>
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	adult for help if they feel unsafe			
SCARF links	6	6	6	6