



Meadow Primary School Progression Map



Subject: PSHE

Intent: Our PSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. 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, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Friendship, meeting new friends, rules and expectations, emotions Valuing difference Me and my Relationships	Our happy school Classroom responsibilities. New class and routines Knowing we are special	Our Happy school Friendship Getting on and falling out	SCARF scheme: Me and my relationships Valuing Differences	SCARF scheme: Me and my relationships Valuing Differences	SCARF scheme: Relationships: Healthy Relationships/ Feelings and Emotions/ Valuing difference SCARF scheme	Our Happy School / Out and About Know about rights and responsibilities E-safety
Skills	Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	Knows how to behave in the classroom. Knows the class rules Knows how to include someone. Anti-bullying Knows how to keep safe- road safety, fire safety	Empathy Self-awareness Motivation Social skills	Explain why we have rules; Explain some of the feelings someone might have when they lose something important to them; Define and demonstrate cooperation and collaboration; Identify people who they have a special relationship with; Consider others' points of view. Recognise that there are many different types of family; Reflect on listening skills; Recognise the factors that make people similar to and different from each other; Understand and explain some of the reasons why different people are bullied.	Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain what we mean by a 'positive, healthy relationship'; Recognise that there are times when they might need to say 'no' to a friend; Demonstrate strategies for working on a collaborative task Recognise that different people can have different feelings in the same situation; Give examples of strategies to respond to being bullied, including what people can do and say;	Taking notice of our feelings Team work Building good relationships Kind conversations Good to be me.	Respect Coping with challenging situations Developing group work Conflict management Anti-bullying and cyber bullying

Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Reading other emotions Fair and unfair, Resolving problems, Friendship, expectations Keeping myself safe Rights and Responsibilities</p>	<p>Healthy lifestyles Eating well Keeping clean Catch it, bin it, kill it The importance of sleep</p> <p>Keeping safe Who can help School rules</p>	<p>Say No to bullying</p> <p>Good to be me</p> <p>We are all unique</p>	<p>SCARF scheme: Rights and Responsibilities Being My best</p>	<p>SCARF scheme: Keeping Myself Safe Rights and Responsibilities</p>	<p>SCARF scheme: Living in the Wider World: Rules, rights and responsibilities Caring for the environment Money</p>	<p>Good to be Me</p> <p>Know what stereotyping is Know what grief is Know what peer pressure is</p> <p>Junior Citizens (March)</p>
Skills	<p>Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p>	<p>Friendships and Family. Understanding friendships and how to resolve conflicts. To feel proud on behalf of my friends when they have done something well. To tell you how I feel when I lose someone or something I care about. I know how I can make the people I care about happy (I can make choices that are right or wrong).</p>	<p>Empathy Self-awareness Identifying types of bullying.</p>	<p>Define what a volunteer is; Identify key people who are responsible for them to stay safe and healthy; Understand the difference between 'fact' and 'opinion'; Understand the terms 'income', 'saving' and 'spending'; Explain that people earn their income through their jobs; Explain how some infectious illnesses are spread from one person to another; Develop skills in discussion and debating an issue; Explain some of the different talents and skills that people have and how skills are developed.</p>	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Know and explain strategies for keeping safe online Describe stages of identifying and managing risk Explain how different people in the school and local community help them stay healthy and safe Understand the reason we have rules Understand some of the ways that various national and international organisations work to help take care of the environment</p>	<p>Councils Basic first aid Rights responsibilities and duties Communities Making a difference Spending wisely Borrowing money Challenging work place gender stereotypes</p>	<p>Understand feelings when dealing with loss Be aware of self- image and stereotyping Coping with peer pressure Making appropriate choices</p> <p>Junior citizens (March)</p>

Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Being my best</p> <p>Growing and changing</p> <p>Different opinions, transition and feelings</p>	<p>Healthy Living</p> <p>Exercise</p> <p>Healthy Food</p> <p>Living in the wider world</p> <p>Caring for the environment</p> <p>Rules, rights and responsibilities</p> <p>Basic first aid</p> <p>All change</p> <p>Transition</p>	<p>Going for goals</p> <p>Relationships</p> <p>Changes</p> <p>Living in the wider world</p>	<p>SCARF scheme:</p> <p>Keeping myself safe</p> <p>Growing and Changing</p> <p>Menstrual Cycle (Vocabulary: womb, egg and sperm)</p>	<p>SCARF scheme:</p> <p>Living in the wider world</p> <p>Growing and changing</p> <p>Body parts (Vocabulary: vulva, vagina, ovaries, eggs, womb, clitoris, labia, breasts, penis, testicles, sperm, pubic hair)</p>	<p>SCARF scheme:</p> <p>Health and Wellbeing:</p> <p>Healthy lifestyles</p> <p>Keeping safe</p> <p>Growing and changing</p>	<p>Relationships and Sex / Building resilience (transition) education</p> <p>How babies are born</p> <p>Keeping healthy (sleep)</p> <p>Responsibilities, obligations and consequences</p> <p>Self-understanding</p> <p>How babies are made: (vocabulary: conception, sexual intercourse, orgasm, fertilised, labour, caesarean, adoption, surrogacy and IVF)</p>
Skills	<p>Children take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. They are confident to speak in a familiar group, will talk about their ideas. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know</p>	<p>To identify healthy and unhealthy food</p> <p>To understand how exercise helps us</p> <p>To know how to talk about feelings and worries and how to deal with them</p> <p>Understand that change happens</p>	<p>Dealing with transition to Year 3</p> <p>Building new friendships for the future</p> <p>Personal safety-water safety /sun safety</p>	<p>Identify situations which are safe or unsafe; Define the words danger and risk and explain the difference between the two; Identify some key risks from and effects of cigarettes and alcohol; Identify risk factors in given situations; Evaluate the validity of statements relating to online safety; Demonstrate strategies for assessing risks; Identify different types of relationships; Understand what is meant by the term body space (or personal</p>	<p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health</p> <p>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</p> <p>Identify qualities and attributes of people who support the school community</p>	<p>Smoking</p> <p>Getting fit</p> <p>Independence and responsibility</p> <p>Bullying</p> <p>Being assertive</p> <p>Drugs – true or false</p> <p>Dilemmas</p> <p>Growing up and changing bodies</p>	<p>Resilience</p> <p>Independence</p> <p>Friendship</p> <p>Being brave</p> <p>Recognising how to deal with different feelings</p> <p>Coping skills – supporting others, problem solving</p>

	<p>that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>			<p>space); Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise that babies come from the joining of an egg and sperm.</p>	<p>Describe some of the changes that happen to people during their lives Understand how the onset of puberty can have emotional as well as physical impact Identify parts of the body that males and females have in common and those that are different. Know the key facts of the menstrual cycle.</p>		
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Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are able to play with other and take turns. Children will take on board the views of others. Children are willing to try out unfamiliar activities and ‘have a go.’ They are able to ask for help when they need this.</p> <p>Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children can talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children in Year 1 understand their emotion and how to deal with them</p> <p>Confidence to talk about their feelings</p> <p>Understand how to be healthy</p> <p>Know how to keep safe everyday</p> <p>To understand how to solve friendship problems</p>	<p>Children in Year 2 will be able to identify, recognise and express a range of feelings.</p> <p>They will know that feelings, thoughts and behaviour are linked.</p> <p>They can recognise when I am becoming overwhelmed by my feelings</p> <p>They know that it is OK to have any feeling, but not OK to behave in any way I feel like</p>	<p>Children in Year 3 will develop their knowledge with being a good friend and with how to adapt to changes. Children will understand and value differences.</p> <p>They will understand how to be fire safe and road safe. Children understand changes and how they grow.</p>	<p>Children in Year 4 have developed their knowledge with dealing with conflict, anger and new challenges. They will have an understanding of who they are and their relationships with others.</p> <p>They know how to keep safe and who in the community is there to help and support.</p> <p>They will understand changes that will occur to their body and how to keep healthy.</p>	<p>Children in Year 5 have developed their knowledge of their emotions and responses to different situations, they know how to manage their behavior and feelings.</p> <p>They know how their bodies will begin to change as they become a teenager and how to keep themselves safe and healthy.</p>	<p>Children in Year 6 have a well-developed knowledge of themselves and how to support themselves when faced with new situations and feelings. They are well prepared for new experiences at secondary school and know the rights and responsibilities they hold in the world, both on and off line.</p>