



## **THRUPP PRIMARY SCHOOL: Progression of skills in PSHE for EYFS, KS1 and KS2**

**SCARF Unit – Me and My Relationships** (these skills are taught over a 2 year cycle)

| <b>YR Skills</b>                                                | <b>Y1 Skills</b>                                                                  | <b>Y2 Skills</b>                                                                                                   | <b>Y3 Skills</b>                                                         | <b>Y4 Skills</b>                                                                                                        | <b>Y5 Skills</b>                                                                  | <b>Y6 Skills</b>                                                                                                                           |
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| I can recognise and be sensitive to the differences of others.  | I can name different feelings and how they might make me behave.                  | I understand we have different ways to express our feelings.                                                       | I can communicate my feelings and use this to try to manage my emotions. | I can talk about how feelings change and be different for others.                                                       | I can be assertive to keep myself happy, healthy and safe.                        | I can work through challenges I have with my friends with respect, assertiveness and understanding.                                        |
| I can name people who help me and describe ways to help others. | I can suggest ways of dealing with 'not so good' feelings and how to help others. | I can express my feelings in a safe, controlled way.                                                               | I can collaborate with a team to achieve a goal.                         | I can read different emotions by a person's body language.                                                              | I can use strategies to resolve arguments or disagreements.                       | I can give examples of negotiation and compromise. I can use these skills in practical situations.                                         |
| I can talk about feelings and what can cause them.              | I can recognise when I need help and who to ask.                                  | I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.        | I can accept I may not always agree with others.                         | I can say 'no' in a calm and controlled way.                                                                            | I can reflect on my behaviour, attitudes and qualities.                           | I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. |
| I can tell you which trusted adults I can ask for help.         | I can listen to others and wait my turn to speak.                                 | I can tell someone how they are making me feel.                                                                    | I can listen and share my opinions respectfully.                         | I can name some qualities or strategies that help team work. I am aware of others and their needs when working together | I am aware of the warning signs that a relationship could be unhealthy or unsafe. | I can use assertive behaviours to keep myself safe from peer influence or pressure.                                                        |
| I can help a friend if they are sad or worried.                 | I can tell you which trusted adults at home and school keep me safe.              | I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. | I can say why friends may fall out and how they can make up.             | I can say what to do if I am, or a friend is, hurt or bullied by another person.                                        | I can manage my emotional needs and any risks to them.                            | I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.                                  |

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|  |  |  | I know how to look after my friends and stay friends. | I can recognise the qualities of a healthy relationship. | I can respond to emotions according to the situation and person. |  |
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**SCARF Unit – Valuing Difference** (these skills are taught over a 2 year cycle)

| <b>YR Skills</b>                                                     | <b>Y1 Skills</b>                                                        | <b>Y2 Skills</b>                                                                                 | <b>Y3 Skills</b>                                                                                                                   | <b>Y4 Skills</b>                                                                                 | <b>Y5 Skills</b>                                                                                                                                         | <b>Y6 Skills</b>                                                                                                                                               |
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| I can celebrate our differences.                                     | I can say ways in which people are similar as well as different.        | I can be respectful of those who are different to me.                                            | I can give examples of different types of family. I respect these differences.                                                     | I can say how differences sometimes cause conflict but can also be something to celebrate.       | I can give examples of different faiths and cultures and positive things about having these differences.                                                 | I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. |
| I can talk about my family life.                                     | I can say why things sometimes seem unfair, even if they are not to me. | I can describe how someone can change someone's feelings.                                        | I can give examples of different community groups and what is good about having different groups.                                  | I can begin to manage conflict by using negotiation and compromise.                              | I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.                                             | I can show respect to others by using verbal and non-verbal communication.                                                                                     |
| I can listen and be polite to what others tell me about their lives. | I can talk about what bullying is.                                      | I can tell you why it is important to show good listening to people who think differently to me. | I can use respectful language and communication skills when discussing with others.                                                | I can suggest strategies for dealing with someone who is behaving aggressively.                  | I can empathise with people who have been, and currently are, subjected to injustice, including through racism.                                          | I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.                                           |
| I can be kind, caring and helpful to others.                         | I can say ways to show kindness towards others.                         | I can name and suggest strategies to someone who feels left out.                                 | I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.              | I can demonstrate ways of showing respect to others' differences.                                | I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. | I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.                                         |
| I can show good listening                                            |                                                                         | I can be kind and use kind words to my friends.                                                  | I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. | I can explain why it's important to challenge stereotypes that might be applied to me or others. | I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for                                            | I can recognise how the media can reinforce gender stereotypes and begin to challenge this.                                                                    |

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|  |  |  |                                                               |  | people that do it<br>(trying to live up to<br>their image, taking<br>risks etc.)                                    |  |
|  |  |  | I can suggest ways to<br>deal with bullying and<br>prejudice. |  | I can reflect on<br>how<br>individual/group<br>actions can impact<br>on others in a<br>positive or<br>negative way. |  |

**SCARF Unit – Keeping Myself Safe** (these skills are taught over a 2 year cycle)

| <b>YR Skills</b>                                                                 | <b>Y1 Skills</b>                                                                         | <b>Y2 Skills</b>                                                                                                                 | <b>Y3 Skills</b>                                                              | <b>Y4 Skills</b>                                                                                  | <b>Y5 Skills</b>                                                                                          | <b>Y6 Skills</b>                                                                                                |
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| I can tell you what my body needs to stay healthy.                               | I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)  | I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. | I can say what I could do to make a situation less risky or not risky at all. | I can demonstrate strategies for dealing with a risky situation                                   | I can suggest what someone should do when faced with a risky situation.                                   | I can use safe, respectful and responsible behaviours and strategies when using social media.                   |
| I can make safe decisions around medicines and things I don't know.              | I can say what I can do if I have strong, but not so good feelings, to help me stay safe | I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.                                | I can demonstrate strategies for dealing with a risky situation               | I can give examples of people or things that might influence me to take risks and make decisions. | I can protect my personal information online. I can recognise disrespectful behaviour online.             | I can give examples of how to safely share images online.                                                       |
| I can name some things that can be dangerous inside and outside.                 | I can say 'no' to unwanted touch and ask for help from a trusted adult.                  | I can say what I do and don't like and who to ask for help.                                                                      | I can identify some key risks from and effects of cigarettes and alcohol.     | I can give reasons for why most people choose not to smoke, or drink too much alcohol.            | I can identify the risks in a specific situation (including emotional risks).                             | I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not. |
| I can tell you what is safe to play online and who to talk to if I feel worried. | I can say when medicines can be helpful or might be harmful.                             | I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.        | I can give examples of strategies for safe browsing online.                   | I can explain what might happen if people take unsafe or inappropriate risks.                     | I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke. | I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.                       |

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| I can name the adults who keep me safe and when I might need their help. | I can tell you how to stay safe around medicine. | I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. | I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs. | I can identify images that are safe or unsafe to share online. | I can support someone who is being bullied. | I can begin to make decisions independently and responsibly. |
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**SCARF Unit – Rights and Responsibilities** (these skills are taught over a 2 year cycle)

| <b>YR Skills</b>                                    | <b>Y1 Skills</b>                                   | <b>Y2 Skills</b>                                                | <b>Y3 Skills</b>                                          | <b>Y4 Skills</b>                                                         | <b>Y5 Skills</b>                                                                                                                                                                      | <b>Y6 Skills</b>                                                                                                                    |
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| I can help my family.                               | I can wash my hands correctly.                     | I can make choices that help me play and work well with others. | I can identify people who help me in different ways.      | I can name some responsibilities and rights that I have.                 | I can develop ideas and opinions based on a current issue. I can present these with a group.                                                                                          | I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.                                           |
| I can help to clean and tidy my home and classroom. | I can name ways to look after my home and school.  | I can use some strategies when I feel upset or angry.           | I can spot 'facts' and 'opinions' to help me share ideas. | I can share ideas and make decisions that effect others.                 | I can identify how the responsibilities of others impact me and my community.                                                                                                         | I can discuss the reasons why people post online and the positive and negative effects relating to social media.                    |
| I can tell you some ways to look after our world.   | I can look after a special person or thing.        | I can ask for help from a trusted adult.                        | I can make a plan.                                        | I can give my own opinion based on facts, opinions and other influences. | I can give examples of barriers that can stop others following their responsibilities.                                                                                                | I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.               |
| I can be kind to friends and others.                | I can tell you some things that money is spent on. | I can name some ways I can look after my environment.           | I can choose a method.                                    | I can give examples of how I can support others as a bystander.          | I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. | I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment. |

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| I can talk about looking after money. | I can get help if someone has hurt themselves. | I can make choices with money. | I can identify different times and reasons to spend money. | I can explain how others have a financial responsibility to their families and community. | I can suggest ways to spend and save money responsibly.                                                      | I can suggest ways that I can help my environment.                                 |
|                                       |                                                |                                | I can give examples of how people earn money.              | I can give examples of choices and decisions with money that will affect me.              | I can explain some things about finance and money. I can name a person who deals with money in my community. | I can give examples of why we need a democratic society and how laws keep us safe. |

**SCARF Unit – Rights and Responsibilities** (these skills are taught over a 2 year cycle)

| <b>YR Skills</b>                                          | <b>Y1 Skills</b>                                                                 | <b>Y2 Skills</b>                                                                                   | <b>Y3 Skills</b>                                                    | <b>Y4 Skills</b>                                                                                         | <b>Y5 Skills</b>                                                                                                               | <b>Y6 Skills</b>                                                                                |
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| I can keep trying if the way I choose doesn't work.       | I can choose a healthy meal with different food groups.                          | I can explain what happens when I learn something new.                                             | I can choose foods that make a balanced meal.                       | I can say how being unique makes everyone special, different and valuable.                               | I can explain how one organ functions and how it contributes to the health of my body.                                         | I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. |
| I can talk about the different types of feelings we have. | I can be persistent when learning a new skill.                                   | I can explain how setting a goal or goals will help me to achieve what I want to be able to do.    | I can explain how washing hands can prevent infections spreading.   | I can give examples of choices I make and the choices others make for me.                                | I can explain how choices relating to smoking and drinking can effect a persons health.                                        | I can set goals so that I can achieve an aspiration.                                            |
| I can have a go at something new.                         | I can name a few different ideas of what I can do if I find something difficult. | I can explain how hand hygeine stops virus' and germs from spreading.                              | I can describe how food, water and air get into the body and blood. | I can plan a healthy, balanced meal.                                                                     | I can think of ways to improve a skill and the strategies that will help me do this.                                           | I can tell you how I can overcome problems and challenges on the way to achieving my goals.     |
| I can make my own healthy food choices.                   | I can help my friends when they fall out.                                        | I can give examples of what I can do and give to my body to stay healthy.                          | I can set goals and make a plan to develop a new skill.             | I can give examples of the ways people can look after their physical and mental wellbeing.               | I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. | I can identify risk factors in a given situation                                                |
| I can make healthy sleep and exercise choices.            | I can explain why praise helps me to keep trying.                                | I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. |                                                                     | I can give different examples of some of the things that I do already to help look after my environment. | I can give examples of how I am independent and manage my own success.                                                         | I can assess the level of risk and explain how a risk can be reduced.                           |

## Unit – Growing and Changing

Gloucestershire's Relationships and Sex Education scheme is used to teach this unit in year groups rather than class groups. Therefore these skills are taught to each year group every year.

| <b>YR Skills</b>                                                                             | <b>Y1 Skills</b>                                                                                 | <b>Y2 Skills</b>                                                                                 | <b>Y3 Skills</b>                                                                                                                            | <b>Y4 Skills</b>                                                                                                                   | <b>Y5 Skills</b>                                                                          | <b>Y6 Skills</b>                                                                                                                                                     |
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| I can describe what personal responsibility is.                                              | I can describe the life cycle of an animal.                                                      | I can use agreed names to label the body parts girls and boys have.                              | I can name the main organs of the bodies of humans including scientific names.<br><br>I can identify the differences between men and women. | I can name some of my responsibilities now and compare them to when I was younger and consider how they will change in the future. | I can explain how bodies change during puberty.<br><br>I can explain why puberty happens. | I can explain the functions of male and female reproductive organs.<br><br>I can explain how bodies change during puberty.<br><br>I can explain why puberty happens. |
| I can describe how a baby grows to an adult and what changes happen.                         | I can describe the different stages of the human lifecycle e.g. baby, toddler, child, teenage... | I can describe how living things originate from other living things e.g. humans produce babies.  | I can tell you some different types of love.                                                                                                | I can tell you some of the physical changes that will happen as humans get older.                                                  | I can describe the emotions and feelings people have during puberty.                      | I can recognise my own changing emotions and can express my feelings and concerns positively.                                                                        |
| I can name some adults who are responsible for looking after me and what they do to help me. | I can say how my body is similar to others and different from others.                            | I can describe the stages of growth I have been through and what I look forward to in my future. | I can tell you how infection can spread and how to prevent the spread of infection through good personal hygiene.                           | I can name ways that infections can get better on their own.<br><br>I can talk about when antibiotics should be used.              | I can consider new aspects of personal hygiene relevant to puberty.                       | I can explain the human lifecycle, including sexual intercourse.                                                                                                     |
| I can tell you basic hygiene routines e.g. toileting and washing.                            | I can different ways of keeping my body clean and healthy.                                       | I can name some of my responsibilities now and compare them to when I was younger.               | I can describe the body's three main lines of natural defence.                                                                              | I can challenge gender based stereotypes.                                                                                          | I can explain genetic inheritance.                                                        | I can talk about the need for trust and love in marriage and established relationships.                                                                              |

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|  |                                                                                                                                                                                         |  | I can explain what a vaccine is and when it should be used. |                                                                                                                                                                                                                                              |  | I can talk about different types of love.                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <p>Extra SCARF unit-<br/>Keeping Privates Private.</p> <p>I can identify parts of the body that are private.</p> <p>I can describe ways in which private parts can be kept private.</p> |  |                                                             | <p>Extra SCARF units-<br/>Secret or Surprise, Together.</p> <p>I can explain the difference between a safe and an unsafe secret.</p> <p>I can discuss why a person would want to be married, or live together, or have a civil ceremony.</p> |  | <p>Extra SCARF units-<br/>I look great!<br/>Media manipulation.<br/>Pressure online.<br/>Helpful or unhelpful?</p> <p>I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>I can explain how to stay safe when sharing images and information online.</p> <p>I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</p> |