



# PSHEE Skills and Progression

The skills and progression have been taken from the SCARF Knowledge Organisers and the vocabulary has been guidance from SCARF.

Me and My Relationships	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b>	<p>I can name a variety of different feelings and explain how these might make me behave.</p> <p>I can think of some different ways of dealing with 'not so good' feelings.</p> <p>I know when I need help and who to go to for help.</p> <p>I can tell you some different classroom rules.</p>	<p>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.</p> <p>I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.</p> <p>I can also tell you about some classroom rules we have made together.</p> <p>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. Most of the time</p> <p>I can express my feelings in a safe, controlled way.</p>	<p>I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can explain why these qualities are important.</p> <p>I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I can explain what inappropriate touch is and give example.</p>
<b>Vocabulary</b>	<p>friends help rules family hurt safe feelings listen</p>	<p>feelings happy teasing bullied care repeated bullying friendship help rules friendly safe break</p>	<p>apologise respect disagree responsibility calm disputes arguments feelings persuade friendship opinions listening family friendship falling out special people</p>	<p>ignored delighted teasing calm confident feelings compromise body language emotions frightened excluded collaborate pressure bullying joyful excited respectful scared alone worried lonely</p>	<p>collaborate aggressive resolution conflict pressure emotional needs passive assertiveness negotiation unsafe compromise body language respect uncomfortable touching</p>	<p>assertiveness appropriate sensitive collaboration respectful response appropriate culture inappropriate religion bullied compromise illegal active forced marriage negotiation community</p>



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					qualities unhealthy relationship	bystanders passive civil partnership
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Valuing Difference	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b>	I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not.	I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view	I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can give examples of different faiths and cultures and positive things about having these 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 reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. 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.
<b>Vocabulary</b>	respect feelings different safe bully fair rules special people tease similar same kind	unique calm point of view behaviour listening feelings helpful problem unkind respect different arguments kindness listen special people	family different name calling prejudice tolerance community strangers bullying differences belonging respect identity families similarites	challenge labelled confidence stereotype negotiate unique positive compromise label prejudice differences invade similarities respect	multicultural society compare point of view stereotype discrimination diverse racism false impression respect prejudice similarities excluded conflict celebrate religious social media	disrespect bystander self-esteem diversity prejudice identity empathy stereotype tolerance assumption media influence situation gender stereotype community



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					cultural tolerance acceptance	
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Keeping Safe	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b>	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	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 other 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 explain that they can be helpful or harmful, and say some examples of 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 say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
<b>Vocabulary</b>	air sleep exercise stop unsafe share nervous internet medicine uncomfortable body feelings food water safe	medicines feelings tell safe touch worried secret surprise unsafe private uncomfortable someone you trust	alcohol personal details risk (risky) internet safety cigarettes private nicotine trust medicines public unsafe search	hazard risky liver decisions choices danger situation influence alcohol consequences lungs brain dare drug harmful cigarettes vapes	habit cigarettes drugs pressure alcohol vapes weigh up risk influence privacy settings assertive cyberbullying decision	online safety legal privacy sharing online emotional needs inappropriate physical needs age restrictions possess parental consent



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	healthy private worried scared		engine harmful situation e-cigarettes vapes	shared e-cigarettes downloaded	social norms assessing risk e-cigarettes	permission social media alcohol medical supply non-medical produce personal information
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<b>Rights and Respect</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Skills</b>	I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	I can give examples of when I've used some of these ideas to help me when I am not settled.	I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this, I can give an example of this.	I can explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.	I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.
<b>Vocabulary</b>	clean environment routine first aid spending litter risk responsibility	share listen calm erupt control ask for help	online false check safe parent carer adult search fact opinion	anti-social behaviour media United Nations rights spending reduce	councillors environment interest rights responsibility debit costs	biased elections candidate image profile interest tax stereotype



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	danger safe help money saving environment look after responsible	unsettled home school feelings		influence environment public services income tax negative recycle essential actions positive community responsibility reuse volunteer School Council	borrow credit health community group public services loan council exercise vote duties sustainable elections	saving cash votng shop local debit card reuse pressure public services sustainable recycling unbiased environmentally sustainable bank (building society) account democracy online safety social media
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Being my Best	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b>	I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.	I can give an example of when I have had increased independence and how that has also helped me to show responsibility. 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 tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.
<b>Vocabulary</b>	starchy dairy protein sugar practise fruit difficult learning make	achieve germs injection rest choices brain soap vaccination choose	achieve fruit medicine bones goal-setting muscles skills teeth	accident emergency affect balanced diet recycle breathing	perseverance media- influence kindness celebrities independence	give connect influence be active assessing risk problems choices goal



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	mistakes hygiene cereal bread spread try water energy help healthy support vitamins vegetables germs	water large intestine healthy lungs stomach energy learn food small intestine exercise oxygen teeth	balanced diet talents improve practise proteins water sleep healthy starchy carbohydrates dairy exercise energy vegetables	community repair reduce creative give to others injury exercise choices wound mental health active first aid repair connect future choking reuse wellbeing be mindful	patience resilience consideration confidence personal qualities	setting overcome vaping practise media aspirations take notice (mindful) weigh up achieve challenges perseverance keep learning (get creative)
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Growing and Changing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b>	I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.	I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.	I can name a few things that make a positive relationship and some things that make a negative relationship. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.	I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.	I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).
<b>Vocabulary</b>	adult heart brain stomach trusted growing lungs vulva penis learning	supportive loss change nipples food feelings help forward growing penis care goodbye learning safe upset	angry relationships body space touch assertive penis vagina breasts jealous trust respect uncomfortable caring	breasts testicles penis choice civil partnership enjoy womb lining pad period/menstruation hormones pubic hair	respect wellbeing trust hormones mood swings confidential confidence resilience puberty crush embarrassed	media manipulation puberty discuss confidential online safety self esteem right to privacy age of consent



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		vulva	genitals upset egg healthy puberty testicles	marriage love puberty live together civil partnership uncomfortable feelings vagina vulva compromise share ovaries	menstruation unwanted attention separation unwanted touch period products wet dreams sperm	stereotype peer pressure uncomfortable physical changes body image emotional changes in confidence sharing online
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