

Warbstow Primary Academy and Nursery

PERSONAL, SOCIAL, HEALTH AND EMOTIONAL DEVELOPMENT WHOLE SCHOOL PROGRESSION

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| <p>KS1 Programme of Study Through the study of Coram Education’s SCARF syllabus, pupils should be taught about safety, caring, achievement, resilience and friendship through six overarching themes:</p> <ul style="list-style-type: none"> • how to make and maintain healthy relationships • valuing and celebrating difference and uniqueness • how to keep safe • about rights and responsibilities of themselves and others • how to be the best they can be • about changes they may experience personally, or witness in others, as they grow <p>British Values are taught through SCARF as well as through other areas of the curriculum, assemblies and by living our ethos and values.</p> | <p>KS2 Programme of Study SCARF’s spiral curriculum ensures that prior learning is revisited and built upon. Therefore, pupils will continue to develop their knowledge of:</p> <ul style="list-style-type: none"> • how to make and maintain healthy relationships • valuing and celebrating difference and uniqueness • how to keep safe • about rights and responsibilities of themselves and others • how to be the best they can be • about changes they may experience personally, or witness in others, as they grow <p>British values and Relationships and Sex Education (RSE) are taught through SCARF lessons</p> |
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| <p>EYFS Personal, Social and Emotional development ELG: Self-regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>ELG: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others’ needs |
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| | Foundation | KS1 | Lower KS2 | Upper KS2 |
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| Me and my relationships | <p>Nursery</p> <ul style="list-style-type: none"> • Recognise that we are unique • Describe different feelings and use this to manage relationships • Understand that every family is different and love and care for one another <p>Reception</p> <ul style="list-style-type: none"> • Talk about similarities and differences • Name special people in their lives • Describe different feelings • Identify who can help if they are sad, worried or scared • Identify ways to help others or themselves if they are sad or worried | <p>Year 1</p> <ul style="list-style-type: none"> • Describe different feelings and how they can make our bodies feel • To know some strategies of dealing with 'not so good' feelings • To understand how our actions can hurt the feelings of others • To recognise the special qualities in family and friends • To know which special people keep us safe and how <p>Year 2</p> <ul style="list-style-type: none"> • Recognise that people have different ways of expressing their feelings • To identify different ways to respond to the feelings of others • To recognise the differences between bullying, unkind behaviour or teasing | <p>Year 3</p> <ul style="list-style-type: none"> • To know that feelings and emotions help a person cope with difficult times • To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back • To recognise which strategies are appropriate for particular situations • To listen to and debate ideas and opinions with others with respect and courtesy • To recognise why friends may fall out and how to resolve issues <p>Year 4</p> <ul style="list-style-type: none"> • To know that feelings can vary by intensity, person and change over time • To know and understand the qualities of a 'positive, healthy relationship' • To know when it's appropriate to say no and how | <p>Year 5</p> <ul style="list-style-type: none"> • To learn characteristics and skills in assertiveness • To apply their collaborative skills to friendships and assertiveness • To learn ways to resolve conflict in an assertive, calm and fair manner • To recognise emotional needs according to circumstance and any risk factors that could effect them <p>Year 6</p> <ul style="list-style-type: none"> • To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges • To practice and use strategies in compromise and negotiation within a collaborative task or activity |

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| | | <ul style="list-style-type: none"> To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset To recognise a healthy friendship and its qualities | <ul style="list-style-type: none"> To know the strategies and skills needed for collaborative work To recognise bullying or pressured behaviour | <ul style="list-style-type: none"> To consider the types of touch that are safe, legal and that I am comfortable with To name assertive behaviours and recognise peer influence or pressured behaviour To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance |
| Valuing difference | <p>Nursery</p> <ul style="list-style-type: none"> Recognise that there are differences and similarities between themselves Celebrate their friends and include them Understand people have different cultures and religions <p>Reception</p> <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 Use speaking and listening skills to learn about the lives of their peers Demonstrate skills in building friendships and cooperation Know the importance of showing care and kindness towards others | <p>Year 1</p> <ul style="list-style-type: none"> To know the key differences between teasing, being unkind and bullying To recognise that everyone is different and will have different thoughts and ideas To celebrate and begin to show empathy for those who are different To identify those who are special to them (and their special qualities) To identify ways in which we can show kindness towards others and how that makes them feel <p>Year 2</p> <ul style="list-style-type: none"> Recognise that there are many different types of families Recognise and explain how a person's behaviour can affect other people To learn and use different ways to show good listening Explain how it feels to be part of a group and left out of a group To recognise and talk about acts of kindness and how they can impact others | <p>Year 3</p> <ul style="list-style-type: none"> Recognise that there are many different types of families Identify the different communities that they belong to To learn ways of showing respect through language and communication To identify different origins, national, regional, ethnic and religious backgrounds To recognise and explain why bullying can be caused by prejudice <p>Year 4</p> <ul style="list-style-type: none"> To identify different origins, national, regional, ethnic and religious backgrounds To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise To recognise potential consequences of aggressive behaviour To define the word respect Understand and identify stereotypes, including those promoted in the media | <p>Year 5</p> <ul style="list-style-type: none"> To describe the benefits of living in a diverse society To develop an understanding of discrimination and its injustice, and describe this using examples To understand that the information we see online, either text or images, is not always true or accurate To reflect on the impact social media puts pressure on peoples' life choices To consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour <p>Year 6</p> <ul style="list-style-type: none"> To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences To know that all people are unique but that we have far more in common with each other than what is different about us To understand and explain the term prejudice To define what is meant by the term stereotype To describe different types of friendships and relationships and their differing positive qualities |
| Keeping myself safe | <p>Nursery</p> <ul style="list-style-type: none"> Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown products <p>Reception</p> <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 | <p>Year 1</p> <ul style="list-style-type: none"> To know that our bodies need healthy foods, exercise, oxygen and sleep for energy To recognise emotions and physical feelings associated with feeling unsafe To learn the PANTS rule and which parts of my body are private To understand that medicines can sometimes make people feel better when they're ill To talk about safety and responsibility around medicines <p>Year 2</p> <ul style="list-style-type: none"> To explain simple issues of safety and responsibility about medicines and their use To identify situations in which they would feel safe or unsafe | <p>Year 3</p> <ul style="list-style-type: none"> To identify risk factors in given situations To define the words danger and risk and explain the difference between the two To define the word 'drug' and understand that nicotine and alcohol are both drugs To recognise potential risks associated with browsing online To recognise and describe appropriate behaviour online as well as offline <p>Year 4</p> <ul style="list-style-type: none"> To define the words danger and risk and explain the difference between the two To describe the different types of things that may influence a person to take a risk | <p>Year 5</p> <ul style="list-style-type: none"> To reflect on risk and the different factors and outcomes that might influence a decision To reflect on the consequences of not keeping personal information private and the risks of social media To explore categorisation of drugs, the risks associated with medicines To learn some key facts and information about drugs and medicines To recognise the features of face to face and online bullying and the strategies that deal with it <p>Year 6</p> <ul style="list-style-type: none"> To explore the risks and legality of communicating and sharing online |

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| | | <ul style="list-style-type: none"> To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch | <ul style="list-style-type: none"> To understand and explain the risks that cigarettes and alcohol can have on a person's body To understand that influences can be both positive and negative To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent | <ul style="list-style-type: none"> To describe and explain how easily images can be spread online To explain some of the laws, categories and uses of drugs (both medical and non-medical) To understand the definition of an emotional need and how they can be met To explore and understand the terms 'conflicting emotions', responsibility and independence. |
| Rights and responsibilities | <p>Nursery</p> <ul style="list-style-type: none"> Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment <p>Reception</p> <ul style="list-style-type: none"> Understand that they can make a difference Identify how they can care for their home, school and special people Talk about how they can make an impact on the natural world Talk about similarities and differences between themselves Demonstrate building relationships with friends | <p>Year 1</p> <ul style="list-style-type: none"> To identify ways of taking care of their health To identify how others take care of their environment To take care of something or someone else To talk about the importance of looking after money To learn what to do when someone is injured <p>Year 2</p> <ul style="list-style-type: none"> To identify strategies in cooperation To identify strategies in self-regulation To name ways to stay safe when using the internet To recognise that they have a responsibility to help care for their immediate and broader environment To learn about saving and spending money | <p>Year 3</p> <ul style="list-style-type: none"> To talk about and identify people who help them in school and the community To learn differences between 'fact' and 'opinion' To discuss, plan and evaluate ways of helping the environment To learn about saving, spending and essential purchases To consider how money is earned and the different factors effecting this <p>Year 4</p> <ul style="list-style-type: none"> To learn about human rights and responsibilities and how they can impact their community To recognise that they have a part in caring for and supporting their community To recognise influences, facts and opinions and doing so in a critical manner To identify the impact of bystander behaviour and how they can make a difference to a situation To define terms related to finance and explain how society is supported by the income of others | <p>Year 5</p> <ul style="list-style-type: none"> To identify, write and discuss issues currently in the media concerning health and wellbeing To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community To identify the responsibilities to my home, community and environment I might have in the future To consider what advice to give relating to saving and borrowing money To define financial terms and explain how others have financial responsibility for the community <p>Year 6</p> <ul style="list-style-type: none"> To analyse and reflect on bias in the media To discuss methods of saving and considerations for spending money To discuss voluntary and pressure groups and their role in making changes to our communities and environments To identify or suggest ways that help the environment To define 'democracy' and explain how laws are made |
| Being my best | <p>Nursery</p> <ul style="list-style-type: none"> Talk about healthy choices and activities Develop resilience and persistence in their learning Working cooperatively with others when faced with a challenge <p>Reception</p> <ul style="list-style-type: none"> Feel resilient and confident in their learning Name and discuss different types of feelings and emotions Learn and use strategies or skills in approaching challenges Understand that they can make healthy choices | <p>Year 1</p> <ul style="list-style-type: none"> To recognise how a healthy variety of food can make us feel great Recognise that learning a new skill requires practice and the opportunity to fail, safely To identify strategies to resolve conflict To give and receive praise <p>Year 2</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process To understand the importance of good hand and dental hygiene To recognise what the body needs to have energy and stay well | <p>Year 3</p> <ul style="list-style-type: none"> To recognise how different food groups work in our body To explain how some infectious illnesses are spread from one person to another To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes To identify my achievements and skills to work on To explain how skills are developed <p>Year 4</p> <ul style="list-style-type: none"> To identify how they and their friends are unique | <p>Year 5</p> <ul style="list-style-type: none"> To describe the four main internal systems of the human body To understand the actual norms around smoking and the reasons for common misperceptions of these To identify the skills and qualities that make us successful and achieve our best To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life To consider the different responsibilities that they and others have for their health and wellbeing |

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| | <ul style="list-style-type: none"> Name and recognise how healthy choices can keep us well | <ul style="list-style-type: none"> To identify parts of the body that process food and create energy | <ul style="list-style-type: none"> To recognise that we all make different choices because we are unique To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs) | <p>Year 6</p> <ul style="list-style-type: none"> To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success To define aspirations and goals To recognise that we will meet challenges on the way to achieving our goals To understand and explain the outcomes of risk-taking in a given situation, including emotional risks To understand risks related to growing up and explain the need to be aware of these |
| <p>Growing and changing</p> | <p>Nursery</p> <ul style="list-style-type: none"> Talk about change in the environment Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like <p>Reception</p> <ul style="list-style-type: none"> Understand that there are changes in nature and humans Name the different stages in childhood and growing up Understand that babies are made by a man and a woman Use the correct vocabulary when naming the different parts of the body Know how to keep themselves safe | <p>Year 1</p> <ul style="list-style-type: none"> To think of what babies need to stay happy and healthy To identify the changes they have made since they were a baby To identify the difference between a surprise and a secret. To identify who they can talk to about secrets To identify some internal organs and systems and those body parts which are private To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts <p>Year 2</p> <ul style="list-style-type: none"> To give positive feedback to someone To recognise the range of feelings associated with loss and to discuss things people can do to feel better To identify the different stages of growth and what people are able to do at these different stages To identify the human private parts/genitalia and explain that they are used to make a baby To explain who can see someone's private part, what consent means and how to protect privacy | <p>Year 3</p> <ul style="list-style-type: none"> To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space To identify the different types of relationships people have and their different purposes and qualities To identify what makes a positive relationship and what makes a negative relationship To identify puberty changes <p>Year 4</p> <ul style="list-style-type: none"> To explain menstruation cycle as something that happens when a sperm does not meet an egg (<i>Y3 lesson but taught in Y4 at WPA</i>) To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty To identify the different emotional reactions to different types of change and discuss To understand how the onset of puberty can have emotional as well as physical impact To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely | <p>Year 5</p> <ul style="list-style-type: none"> To describe the intensity of different feelings and strategies to build resilience To understand the different types of feelings and emotions associated with puberty To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality To identify the different types of products someone might use during puberty or menstruation To explain how people might feel at times of change and loss. To consider strategies when coping with this <p>Year 6</p> <ul style="list-style-type: none"> To identify types of emotional responses and some strategies for coping with change To identify the physical and emotional challenges faced during puberty and the strategies or support available for this To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe |
| <p>Being the Warbstow Way...</p> | <ul style="list-style-type: none"> Sharing own feelings and recognising what others are feeling. Begin to manage relationships. Understanding similarities and differences between self and others and families Learn and value all cultures and religions. Celebrate self, friends and everyone's | <ul style="list-style-type: none"> Describe how bodies feel when feeling different emotions. Learning strategies for coping with different feelings. Sharing why people are special Recognise and show empathy and good listening skills. Recognise that everyone is different and explain how one person's behaviour an affect others | <ul style="list-style-type: none"> To learn different ways of responding in different situations. Begin to collaborate and contribute in groups and respond respectfully. To differentiate bullying, teasing and unkind behaviour. Be a good friend Recognise different types of family and communities. Understand the need to manage conflict through negotiation and compromise. To | <ul style="list-style-type: none"> To understand elements of a healthy relationship. To know how and when to say no, become assertive, manage and resolve conflict To be positive about differences between faiths and cultures. To know the difference between a passive and an active bystander. Empathise with those suffering injustice. Understand 'online' posts are often created to project a false image. |

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| | <p>uniqueness. Demonstrate friendship-making skills</p> <ul style="list-style-type: none"> To know who to ask for help. To keep safe and recognise dangers inside and outside, including medicines and unknown products Help family and friends. Looking after our world. Looking after money. Know what money is spent on Choose healthy snacks and activities. Keep trying, especially when things go wrong. Try new things. Listen to friends and take turns Describe different seasons. Describe an animal's life cycle. Discuss how and what babies and animals need to grow. Differences and similarities between boys and girls. Know scientific names for body parts and the PANTS rule | <ul style="list-style-type: none"> To know that bodies need healthy food, oxygen, sleep and exercise. To be responsible with medicines. To be able to say 'yes, no, I'll ask or I'll tell' to keep safe. To say 'No' to unwanted touch Look after a special thing. Use some strategies when upset or angry. Get help if someone is hurt To identify ways of caring for health and environment around them. Make some choices how to spend and save money Healthy meals and know about food groups. Persevere when learning something new, be resilient and try again, the benefits of goal-setting. Internal body parts that turn food into energy. How good hand washing helps prevent viruses Support a friend. Know what I could do in the past, can do in the present and will be able to do in the future. Name adults I can talk to at home and school. Know human body parts used to make a baby. Discuss keeping private parts private | <p>recognise potential consequences of aggressive behaviour. To understand and identify stereotypes</p> <ul style="list-style-type: none"> Ways to reduce risk, strategies to deal with risky situations. Identify some risks and effects of cigarettes and alcohol, give reasons why most people choose not to smoke or drink too much alcohol. Describe appropriate and safe online sharing Identify facts and opinions. Make independent decisions and share opinions. Know how others have financial responsibilities to their family and community Choosing foods for a balanced meal. Give examples of choices I make and those made by others for me. Describe how food, water and air get into the body and blood. Set goals to learn a new skill Discuss qualities of a healthy relationship. Explain body space and how it feels when someone is too close. Describe how change can make a person feel. Know about puberty and how it changes people's feelings and body. Know what happens when a sperm does not reach an egg. Explain people's choices of marriage, civil partnership or living together | <p>Recognise how the media can reinforce stereotypes and challenge them</p> <ul style="list-style-type: none"> To protect personal information online, know how easily images can be spread and know to share safely. Suggest what someone should do when in a risky situation. How social norms around alcohol can influence individuals. Begin to make individual and responsible decisions Know difference between fact, opinion and bias. Positive and negative consequences of social media. How a group of people can make a difference to their community or environment. Know why we need democracy and laws Explain how one organ functions and helps keep my body healthy. Managing own well-being. How to overcome challenges when trying to reach a goal. Being aspirational. Look beyond physical attributes for attractive qualities in others. Assess risks and manage own success Build resilience to manage own feelings. Know how the media can affect people's feelings and body image. Explain puberty changes, menstruation cycle and available products. Explain how to stay safe when sharing information and images online. Identify when a secret is unsafe, offer advice and know who to go to for help |
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