



SMSC

PSHE/British Values/Relationships Education/No Outsiders



Coram SCARF Units - Key Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being my best	Growing and changing
Nursery	Mutual Respect	Tolerance of Others' Beliefs	Democracy	Rule of Law	Individual Liberty	Mutual Respect
	Feelings Special People	Recognising similarities/difference Caring for others	Asking for help Staying safe at home	Taking Care	Making Healthy Choices Being Persistent	Seasons Growing Up
Reception	Feelings Getting Help	Recognising and respecting differences Being kind and caring	Asking for help Keeping healthy Staying safe around medicines	Taking Care Making Choices	Making Healthy Choices Being Persistent	Life Cycles Girls and Boys
Year 1	Feelings Getting Help Classroom Rules	Recognising, valuing and accepting differences Developing tolerance	How our feelings can keep us safe Keeping healthy Medicine safety	Looking after things	Keeping Healthy Growth Mindset	Getting Help Becoming Independent Body Parts
Year 2	Feelings Self Regulation Being a Good Friend Bullying/Teasing	Being kind and helping others Listening skills	Safe and Unsafe Secrets Appropriate touch Medicine Safety	Cooperation and self regulation	Looking after my body Growth Mindset	Being Supportive Dealing with Loss Life Cycles
Year 3	Cooperation Friendship	Recognising and respecting diversity Being respectful and tolerant	Managing risk Staying Safe online Drugs and their risks	Skills we need to develop as we grow up Helping and Being Helped	Keeping Myself Healthy Celebrating and Developing Skills	Keeping Safe Relationships Menstruation
Year 4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference Understanding and challenging stereotype	Managing risk Understanding the norms of drug use Influences	Decisions about spending money Media Influence Making a Difference	Having Choices and Making Decisions about my Health Taking care of my environment	Managing Difficult Feelings Relationships including Marriage Body Changes
Year 5	Feelings Friendship skills Assertive skills	Recognising and celebrating difference Influence and pressure of social media	Managing risk, including safety online Norms around use of legal drugs	Decisions about lending, borrowing and spending	Growing Independence and taking responsibility Media Awareness and Safety	Managing Difficult Feelings Getting Help

				Rights and responsibilities relating to health		Managing Change
Year 6	Cooperation Assertiveness Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour	Staying safe online Drugs: norms and risks Emotional needs	Earning and Saving Understanding media bias Caring: communities and the environment	Managing Risk Aspiration and Goal Setting	Self esteem Keeping Safe Body Image

Autumn 1 Progression of Knowledge – Unit: Me and My Relationships

Nursery	Reception	Year 1	Year 2
<p>Recognise that we are unique</p> <p>Describe different feelings and use this to manage relationships</p> <p>Understand that every family is different and love and care for one another</p>	<p>Talk about similarities and differences</p> <p>Name special people in their lives</p> <p>Describe different feelings</p> <p>Identify who can help if they are sad, worried or scared</p> <p>Identify ways to help others or themselves if they are sad or worried</p>	<p>Describe different feelings and how that can make our bodies feel</p> <p>Know some strategies of dealing with 'not so good' feelings</p> <p>Understand how our actions can hurt the feelings of others</p> <p>Recognise the special qualities in family and friends</p> <p>Know which special people keep us safe and how</p>	<p>Recognise that people have different ways of expressing their feelings</p> <p>Identify different ways to respond to the feelings of others</p> <p>Recognise the differences between bullying, unkind behaviour or teasing</p> <p>Learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset</p> <p>Recognise a healthy friendship and its qualities</p>

Year 3	Year 4	Year 5	Year 6
<p>Know that feelings and emotions help a person cope with difficult times</p> <p>Recognise the skills required to collaborate in a team, knowing when to contribute and when to step back</p> <p>Recognise which strategies are appropriate for particular situations</p> <p>Listen and debate ideas and opinions of others with respect and courtesy Recognise why friends may fall out and how to resolve issues</p>	<p>Know that feelings can vary be intensity, person and change over time</p> <p>Know and understand the qualities of a 'positive, healthy relationship'</p> <p>Know when its appropriate to say no and how</p> <p>Know the strategies and skills needed for collaborative work</p> <p>Recognise bullying or pressured behaviour</p>	<p>Learn characteristics and skills in assertiveness</p> <p>Apply their collaborative skills to friendships and assertiveness</p> <p>Learn ways to resolve conflict in an assertive, calm and fair manner</p> <p>Identify what things make a relationship unhealthy and who to talk to if they need help</p> <p>Recognise emotional needs according to circumstance and risk factors that could effect them</p>	<p>Recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges</p> <p>Practice and use strategies in compromise and negotiation within a collaborative task or activity</p> <p>Consider types of touch that are safe, legal and I am comfortable with</p> <p>Name assertive behaviours and recognise peer influence/pressured behaviour</p>

Autumn 1 Progression of Skills – Unit: Me and My Relationships

Nursery	Reception	Year 1	Year 2
<p>I can share my feelings with others</p> <p>I can name the important people in my life</p> <p>I can talk about what my strengths are and what I enjoy</p>	<p>I can recognise and be sensitive to the differences of others</p> <p>I can name people who help me and describe ways to help others</p> <p>I can talk about feelings and what can cause them</p> <p>I can tell you which trusted adults I can ask for help</p> <p>I can help a friend if they are sad or worried</p>	<p>I can name different feelings and how they might make me behave</p> <p>I can suggest ways of dealing with 'not so good' feelings and how to help others</p> <p>I can recognise when I need help and who to ask</p> <p>I can listen to others and wait my turn to speak</p> <p>I can tell you which trusted adults at home and school keep me safe</p>	<p>I understand we have different ways to express our feelings</p> <p>I can express my feelings in a safe, controlled way</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 tell someone how they are making me feel</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</p>

Year 3	Year 4	Year 5	Year 6
<p>I can communicate my feelings and use this to try to manage my emotions</p> <p>I can collaborate with a team to achieve a goal</p> <p>I can accept I may not always agree with others</p> <p>I can listen and share my opinions respectfully</p> <p>I can say why friends may fall out and how they can make up</p> <p>I know how to look after my friends and stay friends</p>	<p>I can talk about how feelings change and be different for others.</p> <p>I can read different emotions by a person's body language</p> <p>I can say 'no' in a calm and controlled way</p> <p>I can name some qualities or strategies that help team work</p> <p>I am aware of others and their needs when working together</p> <p>I can say what to do if I am, or a friend is, hurt or bullied by another person</p> <p>I can recognise the qualities of a healthy relationship</p>	<p>I can be assertive to keep myself happy, healthy and safe</p> <p>I can use strategies to resolve arguments or disagreements</p> <p>I can reflect on my behaviour, attitudes and qualities</p> <p>I am aware of the warning signs that a relationship could be unhealthy or unsafe</p> <p>I can manage my emotional needs and any risks to them</p> <p>I can respond to emotions according to the situation and person</p>	<p>I can work through challenges I have with my friends with respect, assertiveness and understanding</p> <p>I can give examples of negotiation and compromise. I can use these skills in practical situations</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch</p> <p>I can use assertive behaviours to keep myself safe from peer influence or pressure</p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied</p>

Autumn 2 Progression of Knowledge – Unit: Valuing Difference

Nursery	Reception	Year 1	Year 2
<p>Recognise that there are differences and similarities between themselves</p> <p>Celebrate friends and include them</p> <p>Understand people have different cultures and religions</p>	<p>Be sensitive towards others and celebrate what makes each person unique</p> <p>Recognise that we can have things in common with others</p> <p>Use speaking and listening skills to learn about the lives of peers</p> <p>Know the importance of showing care and kindness towards others</p> <p>Demonstrate skills in building relationships and cooperation</p>	<p>Know the key differences between being unkind, teasing and bullying</p> <p>Recognise that everyone is different and will have different thoughts and ideas</p> <p>Celebrate and begin to show empathy for those who are different</p> <p>Identify those who are special to them</p> <p>Identify ways in which we can show kindness towards others and how that makes them feel</p>	<p>Identify differences and similarities between others</p> <p>Recognise and explain how a person’s behaviour can affect other people</p> <p>Learn and use different ways to show good listening</p> <p>Explain how it feels to be part of a group and left out of a group</p> <p>Recognise and talk about acts of kindness and how they impact others</p>

Year 3	Year 4	Year 5	Year 6
<p>Recognise that there are many different types of families</p> <p>Identify the different communities that they belong to</p> <p>Learn ways of showing respect through language and communication</p> <p>Identify different origins, national, regional, ethnic and religious backgrounds Recognise and explain why bullying can be caused by prejudice</p>	<p>Identify different origins, national, regional, ethnic and religious backgrounds</p> <p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise</p> <p>Recognise potential consequences of aggressive behaviour</p> <p>Define the word ‘respect’</p> <p>Understand and identify stereotypes</p>	<p>Describe the benefits of living in a diverse society</p> <p>Develop an understanding of discrimination and its injustice and describe this using examples</p> <p>Understand that the information we see online is not always true or accurate</p> <p>Reflect on the impact social media puts on life choices</p> <p>Consider consequences that behaviour and actions can have on a persons’ emotions, confidence and behaviour</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of peoples’ differences</p> <p>Know that all people are unique but that we have far more in common than what is different</p> <p>Understand and explain the term prejudice</p> <p>Define what is meant by the term stereotype</p>

Autumn 2 Progression of Skills – Unit: Valuing Difference

Nursery	Reception	Year 1	Year 2
<p>I can tell you how I am the same or different to my friend</p> <p>I can tell you something about being different</p> <p>I can be kind and help my friends</p>	<p>I can celebrate our differences</p> <p>I can talk about my family life</p> <p>I can listen and be polite to what others tell me about their lives</p> <p>I can be kind, caring and helpful to others</p> <p>I can show good listening</p>	<p>I can say ways in which people are similar as well as different</p> <p>I can say why things sometimes seem unfair, even if they are not to me</p> <p>I can talk about what bullying is</p> <p>I can say ways to show kindness towards others</p>	<p>I can be respectful of those who are different to me</p> <p>I can describe how someone can change someone's feelings</p> <p>I can tell you why it is important to show good listening to people who think differently to me</p> <p>I can name and suggest strategies to someone who feels left out</p> <p>I can be kind and use kind words to my friends</p>

Year 3	Year 4	Year 5	Year 6
<p>I can give examples of different types of family</p> <p>I respect these differences</p> <p>I can give examples of different community groups and what is good about having different groups</p> <p>I can use respectful language and communication skills when discussing with others.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</p> <p>I can suggest ways to deal with bullying and prejudice.</p>	<p>I can say how differences sometimes cause conflict but can also be something to celebrate</p> <p>I can begin to manage conflict by using negotiation and compromise</p> <p>I can suggest strategies for dealing with someone who is behaving aggressively</p> <p>I can demonstrate ways of showing respect to others' differences</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences</p> <p>I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>I can empathise with people who have been, and currently are, subjected to injustice, including through racism</p> <p>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</p> <p>I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc)</p> <p>I can reflect on how individual/group actions can impact on others in a positive or negative way</p>	<p>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</p> <p>I can show respect to others by using verbal and non-verbal communication</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this</p>

Spring 1 Progression of Knowledge – Unit: Keeping Myself Safe

Nursery	Reception	Year 1	Year 2
<p>Explain what to do if they feel unsafe</p> <p>Recognise potential dangers and how to stay safe</p> <p>Learn the importance of keeping safe around medicines and unknown products</p>	<p>Talk about how to keep their bodies healthy and safe</p> <p>Know how to stay safe in their home, classroom and outside</p> <p>Name ways to stay safe around medicines</p> <p>Know age appropriate ways to stay safe online</p> <p>Name adults in their community who keep them safe</p>	<p>Know bodies need healthy food, exercise and sleep for energy</p> <p>Recognise emotions and physical feelings associated with feeling unsafe</p> <p>Learn the PANTS rule and which part of my body are private</p> <p>Understand that medicines can sometimes make people feel better when they're ill</p> <p>Understand about safety and responsibility around medicines</p>	<p>Explain simple issues of safety and responsibility about medicines and their use</p> <p>Identify situations in which they would feel safe or unsafe</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>Identify safe and unsafe secrets</p> <p>Identify appropriate touch</p>

Year 3	Year 4	Year 5	Year 6
<p>Identify risk factors in given situations</p> <p>Define the words danger and risk and explain difference between them</p> <p>Define the word drug and understand that nicotine and alcohol are drugs</p> <p>Recognise potential risks associated with browsing online</p> <p>Recognise and describe appropriate behaviour online and offline</p>	<p>Define the words danger, risk and hazard and explain difference between them</p> <p>Understand the risks that cigarettes and alcohol can have on a person's body</p> <p>Understand that influences can be positive and negative</p> <p>Know and explain strategies for safe sharing online</p>	<p>Reflect on risk and the different factors and outcomes that might influence a decision</p> <p>Reflect on the consequences of not keeping personal information private</p> <p>Explore categorisation of drugs, the risks involved with medicines</p> <p>Recognise the features of face to face and online bullying and the strategies that deal with it</p>	<p>Explore the risks and legality of communicating and sharing online</p> <p>Describe and explain how easily images can be spread online</p> <p>Explain some laws, categories and uses of drugs</p> <p>Understand the definition of an emotional need and how they can be met</p> <p>Explore and understand the terms 'conflicting emotions', 'responsibility' and 'independence'</p>

Spring 1 Progression of Skills – Unit: Keeping Myself Safe

Nursery	Reception	Year 1	Year 2
<p>I can tell you who I can ask for help</p> <p>I can tell you some dangers and how I keep myself safe from them</p> <p>I can tell you what is safe and unsafe for me to touch and use</p>	<p>I can tell you what my body needs to stay healthy</p> <p>I can make safe decisions around medicines and things I don't know</p> <p>I can name some things that can be dangerous inside and outside</p> <p>I can tell you what is safe to play online and who to talk to if I feel worried</p> <p>I can name the adults who keep me safe and when I might need their help.</p>	<p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult</p> <p>I can say when medicines can be helpful or might be harmful</p> <p>I can tell you how to stay safe around medicine</p>	<p>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</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe</p> <p>I can say what I do and don't like and who to ask for help</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong</p> <p>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</p>

Year 3	Year 4	Year 5	Year 6
<p>I can say what I could do to make a situation less risky or not risky at all</p> <p>I can demonstrate strategies for dealing with a risky situation</p> <p>I can identify some key risks from and effects of cigarettes and alcohol</p> <p>I can give examples of strategies for safe browsing online</p> <p>I can identify personal information and when it is not appropriate or safe to share this</p> <p>I can get help when an unsafe situation online occurs</p>	<p>I can demonstrate strategies for dealing with a risky situation</p> <p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol</p> <p>I can explain what might happen if people take unsafe or inappropriate risks</p> <p>I can identify images that are safe or unsafe to share online</p>	<p>I can suggest what someone should do when faced with a risky situation</p> <p>I can protect my personal information online. I can recognise disrespectful behaviour online</p> <p>I can identify the risks in a specific situation (including emotional risks)</p> <p>I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke</p> <p>I can support someone who is being bullied</p>	<p>I can use safe, respectful and responsible behaviours and strategies when using social media</p> <p>I can give examples of how to safely share images online</p> <p>I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour</p> <p>I can begin to make decisions independently and responsibly</p>

Spring 2 Progression of Knowledge – Unit: Rights and Responsibilities

Nursery	Reception	Year 1	Year 2
<p>Learn to take some responsibility for their health</p> <p>Describe ways they can help others and why they would do so</p> <p>Take care of their home, learning environment and natural environment</p>	<p>Understand they can make a difference</p> <p>Identify how they can care for their home, school and special people</p> <p>Talk about how they can impact on the natural world</p> <p>Talk about similarities and differences between themselves</p> <p>Demonstrate building relationships with friends</p>	<p>Identify ways of taking care of their health</p> <p>Identify how others take care of their environment</p> <p>Take care of something or someone else</p> <p>Talk about the importance of looking after money</p> <p>Learn what to do when someone is injured</p>	<p>Identify strategies in cooperation</p> <p>Identify strategies in self regulation</p> <p>Name ways to stay safe when using the internet</p> <p>Recognise that they have a responsibility to help care for their immediate and broader environment</p> <p>Learn about saving and spending money</p>

Year 3	Year 4	Year 5	Year 6
<p>Talk about and identify people who help them in school and the community</p> <p>Learn differences between fact and opinion</p> <p>Discuss, plan and evaluate ways of helping the environment</p> <p>Learn about saving, spending and essential purchases</p>	<p>Learn about human rights and responsibilities and how they can impact their community</p> <p>Recognise they have a part in caring for and supporting their community</p> <p>Recognise influences, facts and opinions in a critical manner</p> <p>Identify impact of bystander behaviour and how to make a difference to a situation</p> <p>Define terms related to finance and explain how society is supported by the income of others</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing</p> <p>Define terms: responsibility, rights and duties</p> <p>Identify the responsibilities to my home, community and environment I might have in the future</p> <p>Consider what advice to give relating to saving and borrowing money</p>	<p>Analyse and reflect on bias in the media</p> <p>Discuss methods of saving and considerations for spending money</p> <p>Discuss voluntary and pressure groups and their role in making changes to communities/environments</p> <p>Identify or suggest ways that help the environment</p> <p>Define democracy and explain how laws are made</p>

Spring 2 Progression of Skills – Unit: Rights and Responsibilities

Nursery	Reception	Year 1	Year 2
<p>Make some healthy choices</p> <p>Help family and friends</p> <p>Make caring choices for the world</p>	<p>I can help my family</p> <p>I can help to clean and tidy my home and classroom</p> <p>I can tell you some ways to look after our world</p> <p>I can be kind to friends and others</p> <p>I can talk about looking after money</p>	<p>I can wash my hands correctly</p> <p>I can name ways to look after my home and school</p> <p>I can look after a special person or thing</p> <p>I can tell you some things that money is spent on</p> <p>I can get help if someone has hurt themselves</p>	<p>I can make choices that help me play and work well with others</p> <p>I can use some strategies when I feel upset or angry</p> <p>I can ask for help from a trusted adult</p> <p>I can name some ways I can look after my environment</p> <p>I can make choices with money</p>

Year 3	Year 4	Year 5	Year 6
<p>I can identify people who help me in different ways</p> <p>I can spot 'facts' and 'opinions' to help me share ideas</p> <p>I can plan</p> <p>I can choose a method</p> <p>I can identify different times and reasons to spend money</p> <p>I can give examples of how people earn money.</p>	<p>I can name some responsibilities and rights that I have</p> <p>I can share ideas and make decisions that effect others</p> <p>I can give my own opinion based on facts, opinions and other influences</p> <p>I can give examples of how I can support others as a bystander</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>I can develop ideas and opinions based on a current issue</p> <p>I can present these with a group</p> <p>I can identify how the responsibilities of others impact me and my community</p> <p>I can give examples of barriers that can stop others following their responsibilities</p> <p>I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment.</p> <p>I can give real examples of each that relate to me.</p> <p>I can suggest ways to spend and save money responsibly.</p> <p>I can explain some things about finance and money.</p> <p>I can name a person who deals with money in my community.</p>	<p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means</p> <p>I can discuss the reasons why people post online and the positive and negative effects relating to social media</p> <p>I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers</p> <p>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.</p> <p>I can suggest ways that I can help my environment.</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p>

Summer 1 Progression of Knowledge – Unit: Being My Best

Nursery	Reception	Year 1	Year 2
<p>Talk about healthy choices and activities</p> <p>Develop resilience in learning</p> <p>Work cooperatively with other when faced with a challenge</p>	<p>Feel resilient and confident in learning</p> <p>Name and discuss different types of feelings and emotions</p> <p>Learn and use strategies or skills in approaching challenges</p> <p>Understand they can make healthy choices</p> <p>Name and recognise how healthy choices keep us well</p>	<p>Recognise how a healthy variety of food can make us feel great</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail safely</p> <p>Identify strategies to resolve conflict</p> <p>Give and receive praise</p>	<p>Explain the stages of the learning line showing an understanding of the learning process</p> <p>Understand the importance of good hand and dental hygiene</p> <p>Recognise what the body needs to have energy and stay well</p> <p>Identify parts of the body that process food and create energy</p>

Year 3	Year 4	Year 5	Year 6
<p>Recognise how different food groups work in our body</p> <p>Explain how infectious illnesses are spread</p> <p>Name major internal body parts and explain respiratory and digestive processes</p> <p>Identify achievements and skills to work on</p> <p>Explain how skills are developed</p>	<p>Identify how they and their friends are unique</p> <p>Recognise that we all make different choices because we are unique</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to health</p> <p>Understand ways in which they can contribute to the care of the environment</p>	<p>Describe the 4 main internal systems of the human body</p> <p>Understand the actual norms around smoking and the reasons for common misconceptions of these</p> <p>Identify the skills and qualities that make us successful and achieve our best</p>	<p>Consider how healthy wellbeing and mental health can contribute to a person's aspirations and success</p> <p>Define aspirations and goals</p> <p>Recognise that we will meet challenges on the way to achieving our goals</p> <p>Understand and explain outcomes of risk-taking in a given situation, including emotional risks</p> <p>Understand risks related to growing up and explain the need to be aware of these</p>

Summer 1 Progression of Skills – Unit: Being My Best

Nursery	Reception	Year 1	Year 2
<p>I can choose a healthy snack and activity</p> <p>I can keep trying</p> <p>I can listen to my friends and take turns</p>	<p>I can keep trying if the way I choose doesn't work</p> <p>I can talk about the different types of feelings we have</p> <p>I can have a go at something new</p> <p>I can make my own healthy food choices</p> <p>I can make healthy sleep and exercise choices</p>	<p>I can choose a healthy meal with different food groups</p> <p>I can be persistent when learning a new skill</p> <p>I can name a few different ideas of what I can do if I find something difficult</p> <p>I can help my friends when they fall out</p> <p>I can explain why praise helps me to keep trying</p>	<p>I can explain what happens when I learn something new</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do</p> <p>I can explain how hand hygiene stops virus' and germs from spreading</p> <p>I can give examples of what I can do and give to my body to stay healthy</p> <p>I can name different parts of my body that are inside me and help to turn food into energy</p>

Year 3	Year 4	Year 5	Year 6
<p>I can choose foods that make a balanced meal</p> <p>I can explain how washing hands can prevent infections spreading</p> <p>I can describe how food, water and air get into the body and blood</p> <p>I can set goals and make a plan to develop a new skill</p>	<p>I can say how being unique makes everyone special, different and valuable</p> <p>I can give examples of choices I make and the choices others make for me</p> <p>I can plan a healthy, balanced meal</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing</p> <p>I can give different examples of some of the things that I do already to help look after my environment</p>	<p>I can explain how one organ functions and how it contributes to the health of my body</p> <p>I can explain how choices relating to smoking and drinking can effect a person's health</p> <p>I can think of ways to improve a skill and the strategies that will help me do this</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave</p> <p>I can give examples of how I am independent and manage my own success</p>	<p>I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing</p> <p>I can set goals so that I can achieve an aspiration</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals</p> <p>I can identify risk factors in a given situation</p> <p>I can assess the level of risk and explain how a risk can be reduced</p>

Summer 2 Progression of Knowledge – Unit: Growing and Changing

Nursery	Reception	Year 1	Year 2
<p>Talk about change in the environment</p> <p>Describe changes in babies, young animals and plants as they grow</p> <p>Broaden expectations beyond potential stereotypes of what girls and boys like, do or look like</p>	<p>Understand that there are changes in nature and humans</p> <p>Name the different stages in childhood and growing up</p> <p>Understand that babies are made by a man and a woman</p> <p>Use correct vocabulary when naming the different parts of the body</p> <p>Know how to keep themselves safe</p>	<p>Know what babies need to stay happy and healthy</p> <p>Identify the changes they have made since they were a baby</p> <p>Identify the difference between a surprise and a secret</p> <p>Identify some internal organs and systems and those body parts which are private</p> <p>Identify the trusted people who have helped them grow, they can talk to if worried or about their private parts</p>	<p>Give positive feedback to someone</p> <p>Recognise the range of feelings associated with loss and discuss things people can do to feel better</p> <p>Identify the different stages of growth and what people are able to do at these different stages</p> <p>Identify the human private parts and explain that they are used to make a baby</p> <p>Explain who can see someone’s private parts, what consent means and how to protect privacy</p>

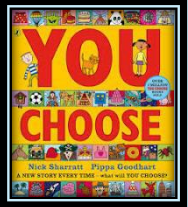
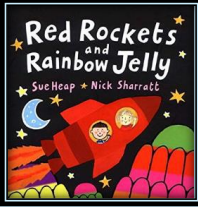
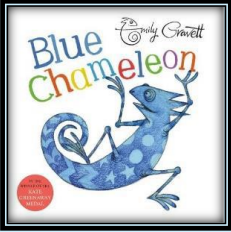
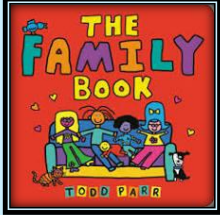
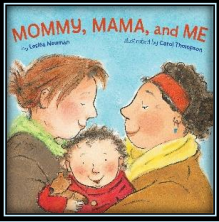
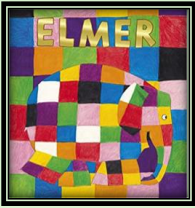
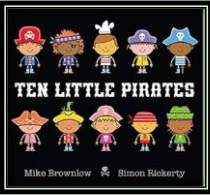
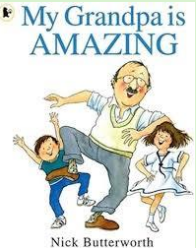
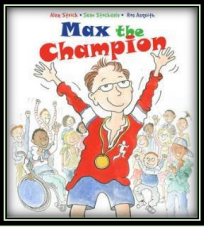
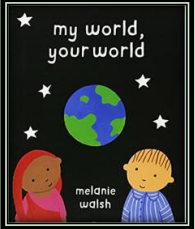
Year 3	Year 4	Year 5	Year 6
<p>Identify meaning of body space and when it’s appropriate or inappropriate to allow someone into their body space</p> <p>Identify the different types of relationships people have and their different purposes and qualities</p> <p>Identify what makes a positive and negative relationship</p> <p>Identify puberty changes</p> <p>Explain menstruation cycle as something that happens when a sperm does not meet an egg</p>	<p>Identify the different emotional reactions to different types of change and discuss</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Learn what happens to a woman or a man’s body during puberty and that this is linked to reproduction</p> <p>Know the key facts of the menstrual cycle and understand that periods are a normal part of puberty</p> <p>Discuss the reasons why a person would want to be married, live together or have a civil ceremony</p> <p>Understand that marriage should be entered into freely</p>	<p>Describe the intensity of different feelings and strategies to build resilience</p> <p>Understand that different types of feelings and emotions associated with puberty</p> <p>Recall key strategies needed in dealing with inappropriate touch, secrets and confidentiality</p> <p>Identify different types of products someone might use during puberty or menstruation</p> <p>Explain how people might feel at times of change and loss</p> <p>Consider strategies when coping with this</p>	<p>Identify types of emotional responses some strategies for coping with change</p> <p>Identify physical and emotional challenges faced during puberty and strategies or support available for this</p> <p>Understand that social media and fame don’t always reflect true appearance</p> <p>Identify risks of sharing images online and understand how online influences can cause people to take unsafe risks</p> <p>Identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe</p>

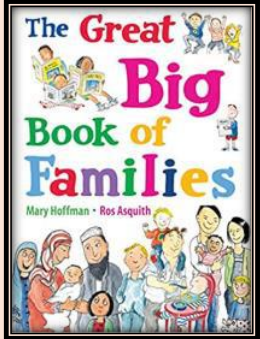
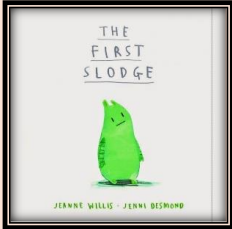
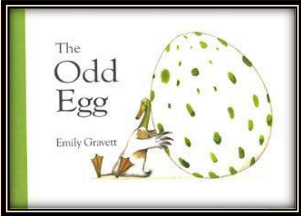
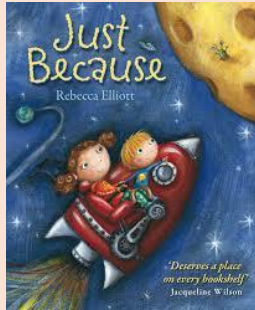
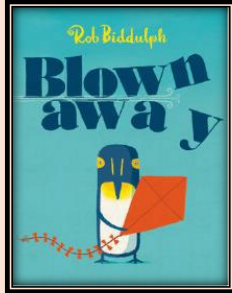
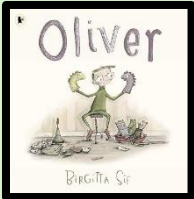
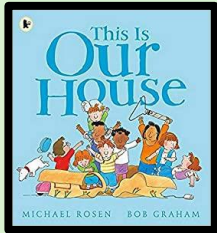
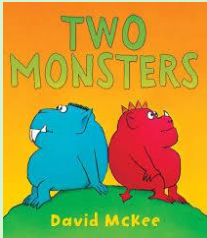
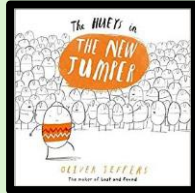
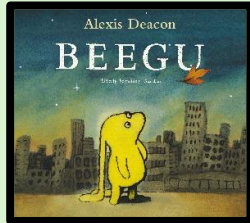
Summer 2 Progression of Skills – Unit: Growing and Changing

Nursery	Reception	Year 1	Year 2
<p>I can describe the different seasons</p> <p>I can talk about how babies and animals grow</p> <p>I can tell you how boys and girls can be the same or different</p>	<p>I can describe the life cycle of an animal</p> <p>I can describe how a baby grows to an adult and what they might need</p> <p>I can tell you some things about how babies are made</p> <p>I can tell you the scientific names for my body parts</p> <p>I can tell you the PANTS rule</p>	<p>I can tell you some things that babies need</p> <p>I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do</p> <p>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried</p> <p>I can name the body parts girls and boys have that are the same and which body parts are different</p> <p>I can name the adults I can talk to at home and school if I need help</p>	<p>I can give support to a friend</p> <p>I can describe feelings of loss and suggest what someone can do if a friend moves away</p> <p>I can describe the stages of growth I have been through and what I look forward to in my future</p> <p>I can name the human private parts that are used to make a baby</p> <p>I can talk about keeping private parts private</p>

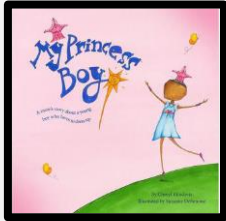
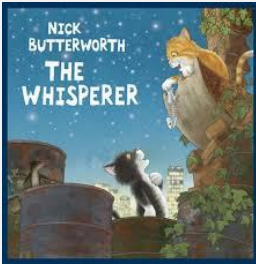
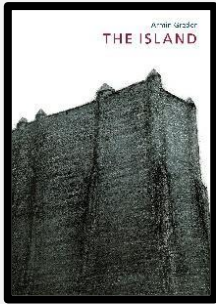
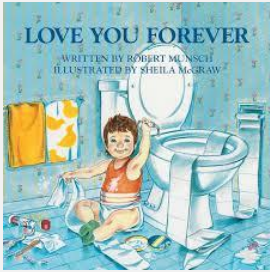
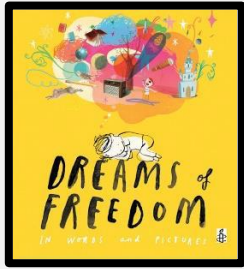
Year 3	Year 4	Year 5	Year 6
<p>I can explain what body space is and how it feels when someone is too close to me</p> <p>I can tell you some of the different relationships I have</p> <p>I can tell you what qualities a healthy positive relationship has</p> <p>I can describe how a girl's and boy's body will change when it reaches puberty</p> <p>I can tell you what happens to a woman's body when the sperm does not meet the egg</p>	<p>I can describe how change can make a person feel (both negative and positive)</p> <p>I can explain why young people can have mixed up feelings when they go through puberty</p> <p>I can explain why puberty happens</p> <p>I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes</p> <p>I can explain why some people choose to get married, have a civil ceremony or live together</p>	<p>I can begin to manage challenging emotions by building my resilience</p> <p>I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict</p> <p>I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe</p> <p>I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need</p> <p>I can give examples of feelings and emotions people have at times of change</p>	<p>I can name some of the feelings and emotions people have during change</p> <p>I can give examples of how someone could cope with or get support during puberty</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</p> <p>I can identify if a secret is unsafe</p>

No Outsiders

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Book	<p>You Choose Nick Sharratt and Pippa Goodheart</p> 	<p>Red Rockets and Rainbow Jelly Nick Sharratt and Sue Heap</p> 	<p>Blue Chameleon Emily Gravett</p> 	<p>The Family Book Todd Parr</p> 	<p>Mommy, Mama and Me Leslea Newman and Carol Thompson</p> 	<p>Time used to address any issues relevant to the particular class or to focus on any specific issues that arise.</p> <p>This is done through quality picture books and new No Outsiders Texts.</p>
Theme	Pupil voice	Accepting difference	Race	All families are different	All families are different	
Learning intention	To say what I think	To understand that it's ok to like different things	To make friends with someone different	To understand that all families are different	To celebrate my family	
Year 1						
Book	<p>Elmer David McKee</p> 	<p>Ten Little Pirates Mike Brownlow and Simon Rickerty</p> 	<p>My Grandpa is Amazing Nick Butterworth</p> 	<p>Max the Champion Stockdale, Strick and Asquith</p> 	<p>'My World, Your World' Melanie Walsh</p> 	
Theme	Race	Gender equality	Accepting difference	Disability	Race	
Learning intention	To like the way I am	To play with boys and girls	To recognise that people are different ages	To understand that our bodies work in different ways	To understand that we share the world with lots of people	
Year 2						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book	The Great Big Book of Families Mary Hoffman and Ros Asquith 	The First Slodge Jeanne Willis 	The Odd Egg Emily Gravett 	Just Because Rebecca Elliot 	Blown Away Rob Biddulph 	Time used to address any issues relevant to the particular class or to focus on any specific issues that arise. This is done through quality picture books and new No Outsiders Texts.
Theme	Diversity	Diversity	Different families	Disability	Race	
Learning intention	To understand what diversity is	To understand how we share the world	To understand what makes someone feel proud	To feel proud of being different	To be able to work with everyone in my class	
Year 3						
Book	Oliver Birgitta Sif 	This is our house Michael Rosen 	Two Monsters David McKee 	The Hueys and the New Jumper Oliver Jeffers 	Beegu Alexis Deacon 	Time used to address any issues relevant to the particular class or
Theme	Feeling different	Bullying, discrimination	Problem Solving	Self esteem	Bullying, isolation	
Learning intention	To understand how difference can affect someone	To understand what Discrimination means	To find a solution to a problem	To use strategies to help someone who feels different	To be welcoming	
Year 4						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Dogs Don't do Ballet Anna Kemp and Sarah Ogilvie</p> 	<p>King and King Linda De Han and Stern Nijland</p> 	<p>The Way Back Home Oliver Jeffers</p> 	<p>The Flower John Light</p> 	<p>Red: A Crayon's Story Michael Hall</p> 	<p>to focus on any specific issues that arise.</p> <p>This is done through quality picture books and new No Outsiders Texts.</p>
Theme	Self confidence	Relationships	Race	Choices	Self-confidence	
Learning intention	To know when to be assertive	To understand why people choose to get married	To overcome language as a barrier	To ask questions	To be who you want to be	
Year 5						
Book	<p>Where the Poppies Now Grow Hilary Robinson and Martin Impey</p> 	<p>Rose Blanche Ian McEwan and Roberto Innocenti</p> 	<p>How to Heal a broken Wing Bob Graham</p> 	<p>The Artist Who Painted a Blue Horse Eric Carle</p> 	<p>And Tango Makes Three Justin Richardson and Peter Parnell</p> 	<p>Time used to address any issues relevant to the particular class or to focus on any specific issues that arise.</p> <p>This is done through quality picture books</p>
Theme	British Values, Age	Race, Prejudice, Discrimination	Choosing help	Different ideas about the world	Prejudice, Discrimination	
Learning intention	To learn from our past	To justify my actions	To recognise when someone needs help	To appreciate artistic freedom	To accept people who are different from me	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 6					and new No Outsiders Texts.
Book	<p>My Princess Boy Cheryl Kilodavis and Suzanne DeSimone</p> 	<p>The Whisperer Nick Butterworth</p> 	<p>The Island Armin Greder</p> 	<p>Love You Forever Robert Munsch</p> 	<p>Dreams of Freedom Amnesty International</p> 	
Theme	Diversity	Understanding relationships	Race, Prejudice	Love, relationships, age	Equality	
Learning intention	To promote diversity	To stand up to discrimination	To challenge the causes of Racism	To consider how my life may change as I grow up	To recognise my freedom	