

Sequencing and Progression Subject:

PSHE



INTENT	At Long Mead Community Primary School, we aspire to be outstanding with a curriculum that enables every child to achieve their best academically and socially. Every child is being given the best opportunities to be the best version of themselves.
PSHE INTENT	Our PSHE curriculum aims to support children in developing the knowledge, skills and understanding they need to become healthy, happy, confident and responsible members of society. We want every child to feel valued, safe and supported while developing positive relationships with themselves and others. Our PSHE curriculum is delivered through Coram SCARF, which supports children's physical, mental and emotional wellbeing. SCARF helps children to develop their understanding of Safety, Caring, Achievement, Resilience and Friendship, while providing opportunities to discuss feelings, relationships, health, wellbeing and keeping safe. Through PSHE, including Relationships, Sex and Health Education (RSE), children are encouraged to develop their confidence, emotional literacy, social skills and understanding of themselves and others.
Scheme/planning used and reason for use:	The Coram SCARF scheme of learning is used to provide a structured and progressive approach to PSHE across the school. SCARF supports children to develop essential life skills and knowledge around health, wellbeing, relationships, safety and personal development. The scheme provides engaging, age-appropriate lessons and activities which encourage children to talk, listen, reflect and develop practical skills that they can use in everyday life. SCARF also supports the teaching of Relationships and Sex Education and helps children develop an understanding of how to keep themselves and others safe
Adaptions made to scheme, including within classrooms and reasons for this:	Additional teaching may take place when particular themes or issues arise within a class or the wider school community. Teachers will use their professional judgement to revisit or extend aspects of the SCARF curriculum according to the needs of the children. Where appropriate, additional opportunities will be provided to support children's emotional wellbeing, relationships, confidence and resilience.
Learning Journey	The Coram SCARF programme provides a progressive PSHE curriculum across EYFS and Key Stages 1 and 2. Learning is revisited and developed as children move through the school, allowing them to build on their previous knowledge and experiences. The SCARF curriculum supports learning across key areas including: ● Me and My Relationships ● Valuing Difference ● Keeping Myself Safe ● Rights and Respect ● Growing and Changing ● Being My Best The Growing and Changing area includes the school's Relationships and Sex Education (RSE) curriculum, with learning carefully matched to children's age and stage of development. SCARF supports children from an early age to understand relationships, families, their bodies and how to keep themselves safe.

Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)	PSHE lessons will be taught regularly throughout the year, following the Coram SCARF programme. Lessons will provide opportunities for children to discuss ideas, ask questions, reflect on their experiences and practise important life skills. Lessons will be delivered in a safe, supportive and respectful environment where children are encouraged to listen to one another, share their thoughts and understand that everyone may have different experiences and viewpoints. Class discussions and circle time may also be used to address issues that arise within the class and to revisit important PSHE themes.
Progression of skills	The SCARF programme provides a progressive approach to PSHE, with knowledge and skills revisited and developed as children move through the school. This enables children to build on previous learning and develop increasing confidence and independence. The school's RSE and Growing and Changing progression forms part of this wider PSHE curriculum.
How we will be recording progress:	Progress in PSHE will be monitored through children's participation and engagement in lessons, the quality of discussions, practical activities and independent work. Teachers will consider how children demonstrate their developing knowledge, understanding and skills within PSHE and in their everyday behaviour and relationships.

How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)	Key PSHE knowledge, vocabulary and skills will be revisited throughout the year and across different year groups. The SCARF curriculum is progressive, allowing children to make connections with previous learning and build on their understanding over time. Teachers will also revisit relevant PSHE themes when opportunities arise in everyday school life, helping children to apply their learning to real-life situations.
How life skills will be developed, including SMSC and British Values.	The PSHE curriculum provides children with opportunities to develop important life skills, including communication, relationships, decision-making, emotional awareness, resilience and understanding their responsibilities towards themselves and others.
How we will be ensuring and promoting cultural capital	Through SCARF, children are encouraged to develop the values of Safety, Caring, Achievement, Resilience and Friendship , which support their personal development and wellbeing. The curriculum also provides opportunities to develop aspects of SMSC and British Values, including respect, tolerance, individual liberty, responsibility and understanding the needs and rights of others. All children are involved within all aspects of the PSHE curriculum from EYFS to year 6. Well-being activities and challenges are also organised to promote this, as well as having strong links with community groups, such as the Baptist Church and local MP.

Progression

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	I can tell you some ways I am different from my friends I understand these differences make us all special and unique	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	I can tell you why I appreciate someone who is special to me and express how I feel about them	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private
Year 2	I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl
Year 3	I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels	I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are	I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this
Year 5	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty
Year 6	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby

Jigsaw Attainment Descriptors

Puzzle 2 Celebrating Difference

	Working towards	Working at	Working Beyond
Year 1	I can talk about one thing that makes me different from my friends I can tell you one thing that is special about me	I can talk about one thing that makes me different from my friends I understand these differences make us all special and unique	I can describe a variety of ways that I am different from my friends I can tell you why I am proud of the things that make me special
Year 2	I can name one way that my friend is different from me I can give a reason why my friend is special to me	I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	I can compare myself with a friend and describe the similarities and differences between us I can express how I feel about our similarities and differences
Year 3	I can tell you something I've said that made someone happy or unhappy I know how to give a compliment	I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels	I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship I can give and receive genuine compliments and know how this feels and affects me and the other person
Year 4	I can tell you about my first impressions of someone I know it is good to try to get to know someone before making judgements about them	I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are	I can use a variety of examples to show how first impressions can be misleading I can consider how I form my opinions of people and explain why it is good to accept people for who they are
Year 5	I can give some examples of bullying behaviours including direct and indirect types I can tell you why bullying is hurtful and wrong	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can consider a range of bullying behaviours and understand the impact these may have I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying
Year 6	I can tell you some ways that difference can be a source of conflict in people's lives and can express how I feel about this	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can talk about one thing that makes me different from my friends I can express how I feel about this

Jigsaw Attainment Descriptors

Puzzle 3 Dreams and Goals

	Working towards	Working at	Working Beyond
Year 1	I can tell you about a challenge that I succeeded in I can tell you why this made me feel good about myself	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success I can choose how to celebrate my success and know how to store it in my internal treasure chest
Year 2	I can tell you what I did to help my group create the end product I can say how I felt about working in the group	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	I can explain how my own and other people's contributions helped the group to create the end product I can explain what felt good and what felt difficult about working in our group
Year 3	I can tell you something I did well in a learning challenge and something I want to get better at I am happy to talk about what I did well and use it to make me feel good about myself	I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time I am confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest
Year 4	I know that things I try to do can go wrong and can tell you why it is good to try again I can overcome disappointment and look ahead to the next time	I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals I can explain how resilience and a positive attitude contribute to a greater chance of success
Year 5	I can suggest examples of dreams and goals a young person might have in a culture different from mine and compare these with my own	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals I can evaluate the ways in which our opportunities and life chances are different
Year 6	I can tell you about something I can do, working with other people, to help make the world a better place I can tell you how I feel about people in the world who face hardship in their lives	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action I can show how our choice is based on an awareness of the experience and the needs of the people affected

Jigsaw Attainment Descriptors

Puzzle 4 - Healthy Me

	Working towards	Working at	Working Beyond
Year 1	I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy I know that my body is special and I need to take care of it	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy
Year 2	I can make a healthy snack with help, and I can tell you why it is good for my body I can say how I feel about eating healthy food	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends	I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body I can compare my own and my friends' choices and can express how it feels to make and share healthy food together
Year 3	I can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe I know how to tell someone if I feel scared	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels	I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom I can express and respond appropriately to feelings of anxiety or fear
Year 4	I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me I can say how it feels when someone else is pushing me to do something	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure	I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices
Year 5	I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives I can tell you why my body is good the way it is	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop I respect and value my body and I understand the part this plays in maintaining my self confidence
Year 6	I can give examples of safe and unsafe ways in which people can use alcohol I can tell you how I feel about using alcohol when I am older	I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this	I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older

Jigsaw Attainment Descriptors

Puzzle 5 - Relationships

	Working towards	Working at	Working Beyond
Year 1	I can name someone who is special to me and tell you why I like them	I can tell you why I appreciate someone who is special to me and express how I feel about them	I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together I can tell you how I feel about my relationship with this person
Year 2	I can give an example of something that causes conflict between me and my friends I can say how we could settle this conflict using the positive problem solving technique	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be
Year 3	I can name some examples of things I use every day that have been produced by people in other parts of the world I know I depend on other people and other people depend on me	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood I can express a sense of the responsibility we have for each other because of these connections
Year 4	I can express what I think and feel about an animal rights issue and I can tell you at least one point of view that is different from mine	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this
Year 5	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends I can tell you some reasons why using technology to communicate could lead to harm for myself or others	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures
Year 6	I can give an example of a situation where someone tries to 'boss' or control other people I can suggest a good way of standing up to someone who behaves like that	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem

Jigsaw Attainment Descriptors

Puzzle 6 - Changing Me

	Working towards	Working at	Working Beyond
Year 1	I know the main body parts that make boys and girls different and I recognise the correct names for these I know that some parts of my body are private	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private	I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these
Year 2	I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private I can tell you something that I either like or dislike about being a boy/girl	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl	I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy I can explain how I feel about being a boy/girl and talk about what I like and dislike about it
Year 3	I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies I can tell you something I like and something that worries me about the idea of growing up	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings	I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings
Year 4	I can describe something I am looking forward to when I am in Year 5 I can tell you something that I think I can change for myself when I am in Year 5	I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this	I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes
Year 5	I can identify some changes that happen to girls' and boys' bodies during puberty I know my body will change during puberty and I can tell you how I feel about that	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time I can consider how these changes will affect me and prepare myself for the feelings I may experience
Year 6	I can identify the main stages by which a baby develops through conception, pregnancy and birth and I can tell you some words that describe my feelings about this	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby	I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it