

Hazelwood Schools



PSHE

Knowledge & Skills Progression

Me and My Relationships	
EYFS	
Nursery	Reception
<ul style="list-style-type: none"> • Share their likes and dislikes with their friends and adults in their classroom • Name the different features of their face and parts of their body • Use their senses to explore the world around them • Speak positively about themselves • Name different feelings and possible causes • Name some key adults who can help them when feeling sad/worried/scared • Speak positively about themselves • Name different feelings and possible causes • Name some key adults who can help them when feeling sad/worried/scared <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Marvellous me! • I'm special • People who are special to me 	<ul style="list-style-type: none"> • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. • Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them. • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them. • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • All about me • What makes me special • Me and my special people • Who can help me? • My feelings • My feelings (2)
<p>Vocabulary: like, special, feel, choose, look, head, friends, arms, legs, eyes, ears, nose, mouth, teeth, hands, fingers, feet, toes, knees, elbows, pants, vest, private,</p>	<p>Vocabulary: special, family, family, feelings, feelings, practice, favourite, help, friends, happy, happy effort, same, special people, help, sad, same, different, same, emojis, kind, different, helpful</p>

Hazelwood Schools PSHE Knowledge and Skills Progression

Me and My Relationships					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship; Suggest simple strategies for making up. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations 	<ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Take part in creating and agreeing classroom rules. Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Recognise that friendship is a special kind of relationship; 	<ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation. Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.: Rehearse and demonstrate simple strategies for resolving given conflict situations. Explain what a dare is; Understand that no-one has the right to force them to do a dare; 	<ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change 	<ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. 	<ul style="list-style-type: none"> Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task. Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.

Hazelwood Schools PSHE Knowledge and Skills Progression

<ul style="list-style-type: none"> Give and receive positive feedback, and experience how this makes them feel <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends 	<ul style="list-style-type: none"> Identify some of the ways that good friends care for each other. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy! 	<ul style="list-style-type: none"> Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special 	<p>towards someone or something once they have further information.</p> <ul style="list-style-type: none"> Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure 	<ul style="list-style-type: none"> Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication 	<ul style="list-style-type: none"> Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle
<p>Vocabulary:</p> <p>rules, feelings, feelings, hurt, family, friendship, listening safe, body language, behaviour, help, special people, making up, responsibility, emotions, feelings, work together, safe, heal, support,</p>	<p>Vocabulary:</p> <p>happy, rules, feelings, bullying, bullying, bullying, friendly, feelings safe, showing feelings, teasing, help, repeated, friendship, help, caring, help, repeated, don't do that, friendly, regular,</p>	<p>Vocabulary:</p> <p>safety, care, collaborate, falling out, point of view, persuade, opinions, point of view, loss, making up, feelings, respectful, calm, feelings, compromise, courteous, apologise, challenging, listen, making up</p>	<p>Vocabulary</p> <p>safety, care, collaborate, falling out, point of view, persuade, opinions, point of view, loss, making up, feelings, respectful, calm, feelings, compromise, courteous, apologise, challenging, listen, making up</p>	<p>Vocabulary:</p> <p>collaborate, negotiation, insensitive, unhealthy relationship, assertive, emotions, non-verbal, compromise, sensitive, verbal abuse, passive, emotional needs, body language, conflict, physical abuse, aggressive, tone of voice, resolution, sexual abuse, face-to-face, uncomfortable touching, unsafe</p>	<p>Vocabulary:</p> <p>collaboration, negotiation, balanced friendship, assertive, assertiveness, sensitive, marriage, appropriate, privacy settings, teamwork, compromise, respectful, peer pressure, resolution, thoughtful, civil partnership, inappropriate, identity theft, assertive, response, forced marriage, illegal, secure</p>

Valuing Difference	
EYFS	
Nursery	Reception
<ul style="list-style-type: none"> • Speak positively about themselves • Name different feelings and possible causes • Name some key adults who can help them when feeling sad/worried/scared • Speak positively about themselves • Name different feelings and possible causes • Name some key adults who can help them when feeling sad/worried/scared • Speak positively about themselves • Name different feelings and possible causes • Name some key adults who can help them when feeling sad/worried/scared <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Me and my friends • Friends and family • Including everyone 	<ul style="list-style-type: none"> • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others. • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story. • Talk about their family, customs and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others. • Recognise the similarities and differences between their home and those of others. • Talk about what makes their home feel special and safe. • Be sensitive towards others. • Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others. • Show friendly behaviour towards a peer. • Build relationships with others. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring (formerly Kind and caring -1) • I am a friend (formerly Kind and caring, 2)
Vocabulary: similar, family, kind, special, sharing, friendship, similar, helping, friend, different, feelings	Vocabulary: special, same, kind, new friend, likes, different, kindness, friendship, dislikes, family, home, kindness, favourite, unkind

Hazelwood Schools PSHE Knowledge and Skills Progression

Valuing Difference					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair! 	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Identify people who are special to them; Explain some of the ways those people are special to them. Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> What makes us who we are? My special people How do we make others feel? When someone is feeling left out 	<ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Family and friends My community 	<ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. 	<ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way <p>SCARF Lessons:</p> <ul style="list-style-type: none"> <u>Qualities of friendship</u> <u>Kind conversations</u> <u>The land of the Red People</u> 	<ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied . Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.

Hazelwood Schools PSHE Knowledge and Skills Progression

	<ul style="list-style-type: none"> • An act of kindness • Solve the problem 	<ul style="list-style-type: none"> • Respect and challenge • Our friends and neighbours • Let's celebrate our differences • Zeb 	<ul style="list-style-type: none"> • Understand and identify stereotypes, including those promoted in the media <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Can you sort it? • Islands • Friend or acquaintance? • What would I do? • The people we share our world with • That is such a stereotype! 	<ul style="list-style-type: none"> • <u>Is it true?</u> • <u>It could happen to anyone</u> 	<p>SCARF Lessons:</p> <ul style="list-style-type: none"> • OK to be different • We have more in common than not • Respecting differences • Tolerance and respect for others • Advertising friendships! • Boys will be boys? - challenging gender stereotypes
<p>Vocabulary: same, rules, special people, fair, different, unkindness, safe, qualities, unfair, difference, tease, feelings, kind, respect, teasing, unkind, bully, bullying, behaviour</p>	<p>Vocabulary: unique, feelings, special people, kind, listening, respect, behaviour, help, cooperate, kindness, being listened to, calm, unkind, listen, aggressive, feelings, problem solve</p>	<p>Vocabulary: family, community, respect, similarities, prejudice, adoption, belonging, cooperation, differences, disability, fostering, listening skills, identity, name calling, gender, same-sex couple, politeness, respect, bullying, race, blended family, courtesy, colour, manners, sexuality</p>	<p>Vocabulary: negotiation, body space, sharing, aggressive, similarities, stereotype, compromise, invade, acquaintances, apologise, differences, respect</p>	<p>Vocabulary: friendship, listening skills, excluded, metaphor, sex, embarrassed talking, respect, discrimination, diverse, sexual orientation, reactions, listening, prejudice, multicultural society, gender identify, consequences, gender expression</p>	<p>Vocabulary: witness, unique, point of view, relationships, stereotype, bystander, diversity, cultural norms, identity, friend, gender stereotype, unique, biological sex, respect, , prejudice, acquaintance, media influence, positive feedback, sexual orientation, disrespect, respect, assumption, confidence, gender identity, body language, diversity, self-esteem, gender expression, empathy, tolerance</p>

Keeping Myself Safe	
EYFS	
Nursery	Reception
<ul style="list-style-type: none"> Name key relatives/care givers at home and those who care for them in their education settings Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do Talk about what makes them feel safe Name potential dangers, both inside and outside, and how to avoid getting hurt Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules Know which products in the home are to be used only by adults Sort items according to their use and purpose Explain who can give medicine to children and why <p>SCARF Lessons:</p> <ul style="list-style-type: none"> People who help to keep me safe (N) Safety Indoors and Outdoors What's safe to go into my body 	<ul style="list-style-type: none"> Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe. Make safe decisions about items they don't recognise. Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults). Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside. Show how to care for the safety of other Name the adults who they can ask for help from, and will keep them safe. Recognise the feelings they have when they are unsafe. Talk about keeping themselves safe, safe touches and consent. Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online Name the people in their lives who help to keep them safe. Name people in their community who help to keep them safe. Talk about ways to keep themselves safe in their environment. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe
<p>Vocabulary: safe, safety signs, careful, grown up, weather, labels, tell, clothing, medicines tummy feelings, playground, cleaning products, unsafe, car-park, water, pavement, food, paint, fresh air, scissors, sleep, glue</p>	<p>Vocabulary: keep clean, sleep, safe, keep safe, water, unsafe, unsafe, worried, worried, food, detective, tummy feelings, tell, fresh air, uncomfortable, adult, cuddle, trust, medicine, address, chemist, doctor, grown up</p>

Hazelwood Schools PSHE Knowledge and Skills Progression

Keeping Myself Safe					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise the range of feelings that are associated with loss. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. 	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; 	<ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Identify risk factors in given situations; Suggest ways of reducing or managing those risks. Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; 	<ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and 	<ul style="list-style-type: none"> Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; 	<ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs;
SCARF Lessons:					

Hazelwood Schools PSHE Knowledge and Skills Progression

<ul style="list-style-type: none"> ● Healthy me ● Super sleep ● Who can help? (1) ● Harold loses Geoffrey ● What could Harold do? ● Good or bad touches? 	<ul style="list-style-type: none"> ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. ● Identify safe secrets (including surprises) and unsafe secrets; ● Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. ● Identify how inappropriate touch can make someone feel; ● Understand that there are unsafe secrets and secrets that are nice surprises; ● Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Harold's picnic ● How safe would you feel? ● What should Harold say? ● I don't like that! ● Fun or not? ● Should I tell? ● Some secrets should never be kept 	<ul style="list-style-type: none"> ● Recognise and describe appropriate behaviour online as well as offline; ● Identify what constitutes personal information and when it is not appropriate or safe to share this; ● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. ● Demonstrate strategies for assessing risks; ● Understand and explain decision-making skills; ● Understand where to get help from when making decisions. ● Understand that medicines are drugs and suggest ways that they can be helpful or harmful <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Safe or unsafe? ● Danger or risk? ● Alcohol and cigarettes: the facts ● The Risk Robot ● Super Searcher ● None of your business! ● Raisin challenge (1) ● Help or harm? 	<p>that not all people drink alcohol (Social Norms theory).</p> <ul style="list-style-type: none"> ● Describe stages of identifying and managing risk; ● Suggest people they can ask for help in managing risk. ● Understand that we can be influenced both positively and negatively; ● Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Danger, risk or hazard? ● Picture Wise ● How dare you! ● Medicines: check the label ● Know the norms (formerly Tell Ed6) ● Keeping ourselves safe ● Raisin challenge (2) 	<ul style="list-style-type: none"> ● Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; ● Know how to protect personal information online; ● Recognise disrespectful behaviour online and know how to respond to it. ● Understand some of the complexities of categorising drugs; ● Know that all medicines are drugs but not all drugs are medicines; ● Understand ways in which medicines can be helpful or harmful and used safely or unsafely. ● Understand the actual norms around smoking and the reasons for common misperceptions of these. ● Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; ● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● 'Thinking' about habits ● Jay's dilemma ● Spot bullying ● Ella's diary dilemma ● Decision dilemmas ● Play, like, share ● Drugs: true or false? 	<ul style="list-style-type: none"> ● Explain why there are laws relating to drugs in this country. ● Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; ● Describe some of the effects and risks of drinking alcohol. ● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; ● Explain how these emotional needs impact on people's behaviour; ● Suggest positive ways that people can get their emotional need met. ● Understand and give examples of conflicting emotions; ● Understand and reflect on how independence and responsibility go together <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Think before you click! ● Traffic lights ● To share or not to share? ● Rat Park ● What sort of drug is...? ● Drugs: it's the law! ● Alcohol: what is normal? ● Joe's story (part 1) ● Joe's story (part 2)
--	--	--	--	---	---

Hazelwood Schools PSHE Knowledge and Skills Progression

				<ul style="list-style-type: none"> ● Smoking: what is normal? ● Would you risk it? 	
Vocabulary: energy, sleep, feelings, medicine, private, food, rest, worried, emotions, safe, trust, water, grow, nervous, loss, harmful, privates, air, tired, scared, lost, responsibility, oxygen, support, exercise, unsafe, sleep, healthy, dairy, fruit, vegetables, sugar, salt, cereal, meat	Vocabulary: sleep, safe, touch, surprise, genitals, medicines, unsafe, feelings, hurt, secret, penis, safety, feelings, uncomfortable, uncomfortable, vulva, worried, getting help, private, private parts, consent, permission, secret, uncomfortable	Vocabulary: trust, danger (dangerous), risk, internet safety, decisions, medicines, safer, drugs, browsing, private, unsafe, feelings, cigarettes, phishing, public, strategies, harmful, nicotine, search engine, profile, helpful, consequence, alcohol, fake news, personal information, instructions, internet safety	Vocabulary: danger, privacy, dare, medicine, choices, persevere, influence, dangerous, privacy settings, assertive, drug, social norm, consequences, risk, security, risky, hazard, hazardous	Vocabulary: habit, pros, bullying, dare, assessing risk, personal information, drugs, norms, risk taking, addiction, cons, cyberbullying, pressure, privacy settings, cigarettes, perception, assertive, weigh up risk, resist pressure, influence, alcohol	Vocabulary: social media, privacy, right to privacy, habit, drug, drug laws, alcohol, physical needs, independence, parental consent, personal information, sharing online, addiction, legal, age restrictions, short-term effects, emotional needs, responsibility, trolling, online safety, permission, emotional needs, illegal, possess, long-term effects, conflicting emotions, illegal, medical, supply, risks, sharing, sexual images, non-medical, produce, norms, penalties

Rights and Responsibilities	
EYFS	
Nursery	Reception
<ul style="list-style-type: none"> • Talk about how healthy food and keeping clean can help our bodies • Name some healthy foods • Try new experiences • Name some activities that they can do to help out at home • Talk about how they can look after other members of their family • Talk about how they can look after their friends • Show care and responsibility for their home and learning environments • Talk about what is special within the natural world • Name some ways in which they can help their world <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Looking after myself • Looking after others • Looking after my environment 	<ul style="list-style-type: none"> • Name the special people in their lives. • Understand that our special people can be different to those of others. • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. • Identify ways to help others in their community • Identify ways in which they help at home. • Recognise the importance of taking care of a shared environment. • Name ways in which they can look after their learning environment. • Think about what makes the world special and beautiful. • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Talk about what can happen to living things if the world is not cared for • Recognise coins and other items relating to money. • Identify the uses of money. • Talk about why it's important to keep money safe. • Identify ways to save money. • Talk about why we save money <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money (1): recognising, spending, using • Looking after money (2): saving money and keeping it safe
<p>Vocabulary: healthy snacks, similar, classroom, sugar, different, care, germs, helping, tidy, wash hands, family, clean, fruit, friends, look after, vegetables, feelings</p>	<p>Vocabulary: family, friends, working together, environment, money, look after, responsibility, litter, shop, save, help each other, helpful, electricity, buy, safe place, be alone, caring, pollution, cost, recycling, pay</p>

Rights and Responsibilities					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order. ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment. ● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that belong to themselves or to others. ● Explain where people get money from; ● List some of the things that money may be spent on in a family home. ● Recognise that different notes and coins have different monetary value; ● Explain the importance of keeping money safe; ● Identify safe places to keep money; ● Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Harold's wash and brush up ● Around and about the school 	<ul style="list-style-type: none"> ● Describe and record strategies for getting on with others in the classroom. ● Explain, and be able to use, strategies for dealing with impulsive behaviour. ● Identify special people in the school and community who can help to keep them safe; ● Know how to ask for help. ● Identify what they like about the school environment; ● Identify any problems with the school environment (e.g. things needing repair); ● Make suggestions for improving the school environment; ● Recognise that they all have a responsibility for helping to look after the school environment. ● Understand that people have choices about what they do with their money; ● Know that money can be saved for a use at a future time; ● Explain how they might feel when they spend money on different things. ● Recognise that money can be spent on items which are essential or non-essential; ● Know that money can be saved for a future time and 	<ul style="list-style-type: none"> ● Define what a volunteer is; ● Identify people who are volunteers in the school community; ● Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. ● Identify key people who are responsible for them to stay safe and healthy; ● Suggest ways they can help these people. ● Understand the difference between 'fact' and 'opinion'; ● Understand how an event can be perceived from different viewpoints; ● Plan, draft and publish a recount using the appropriate language. ● Define what is meant by the environment; ● Evaluate and explain different methods of looking after the school environment; ● Devise methods of promoting their priority method. ● Understand the terms 'income', 'saving' and 'spending'; ● Recognise that there are times we can buy items we want and times when we need to save for items; ● Suggest items and services around the home that need to 	<ul style="list-style-type: none"> ● Define what is meant by 'being responsible'; ● Describe the various responsibilities of those who help them stay healthy and safe; ● Suggest ways they can help the people who keep them healthy and safe; ● Understand that humans have rights and also responsibilities; ● Identify some rights and also responsibilities that come with these. ● Understand the reason we have rules; ● Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); ● Recognise that everyone can make a difference within a democratic process. ● Define the word <i>influence</i>; ● Recognise that reports in the media can influence the way they think about an topic; ● Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. ● Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; 	<ul style="list-style-type: none"> ● Identify, write and discuss issues currently in the media concerning health and wellbeing; ● Express their opinions on an issue concerning health and wellbeing; ● Make recommendations on an issue concerning health and wellbeing. ● Understand the difference between a fact and an opinion; ● Understand what biased reporting is and the need to think critically about things we read. ● Define the differences between responsibilities, rights and duties; ● Discuss what can make them difficult to follow; ● Identify the impact on individuals and the wider community if responsibilities are not carried out. ● Explain what we mean by the terms voluntary, community and pressure (action) group; ● Give examples of voluntary groups, the kind of work they do and its value. ● State the costs involved in producing and selling an item; ● Suggest questions a consumer should ask before buying a product. ● Define the terms loan, credit, debt and interest; 	<ul style="list-style-type: none"> ● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; ● Describe the language and techniques that make up a biased report; ● Analyse a report also extract the facts from it. ● Know the legal age (and reason behind these) for having a social media account; ● Understand why people don't tell the truth and often post only the good bits about themselves, online; ● Recognise that people's lives are much more balanced in real life, with positives and negatives. ● Explain some benefits of saving money; ● Describe the different ways money can be saved, outlining the pros and cons of each method; ● Describe the costs that go into producing an item; ● Suggest sale prices for a variety of items, considering a range of factors; ● Explain what is meant by the term <i>interest</i>. ● Recognise and explain that different jobs have different levels of pay and the factors that influence this;

Hazelwood Schools PSHE Knowledge and Skills Progression

<ul style="list-style-type: none"> • Taking care of something • Harold's money • How should we look after our money? 	<p>understand the reasons why people (including themselves) might do this.</p> <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Getting on with others • When I feel like erupting • Feeling safe • How can we look after our environment? • Harold saves for something special • Harold goes camping 	<p>be paid for (e.g. food, furniture, electricity etc.)</p> <ul style="list-style-type: none"> • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Our helpful volunteers • Helping each other to stay safe • Recount task • Harold's environment project • Can Harold afford it? • Can Harold afford it? • Earning money 	<ul style="list-style-type: none"> • Recognise that they can play a role in influencing outcomes of situations by their actions. • Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work.: • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential. • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Who helps us stay healthy and safe? • It's your right • How do we make a difference? • In the news! • Safety in numbers • Logo quiz • Harold's expenses • Why pay taxes? 	<ul style="list-style-type: none"> • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • What's the story? • Fact or opinion? • Rights, responsibilities and duties • Mo makes a difference • Spending wisely • Lend us a fiver! • Local councils 	<ul style="list-style-type: none"> • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Two sides to every story • Fakebook friends • What's it worth? • Jobs and taxes • Action stations! • Happy shoppers
---	--	---	--	---	--

Hazelwood Schools PSHE Knowledge and Skills Progression

Vocabulary: hygiene, environment, needs, money, money, first aid, routine, responsibility, responsible, cost, bank, risk, clean, bills, coin, accident, rules, spending, note, danger, afford, worth, hazard, saving, kettle, safe, burn, scald, accident, emergency	Vocabulary: responsibility, feelings, safe, environment, money, money, help, control, unsafe, responsibility, spending, spending, share, erupt, uniform, saving, take turns, ask for help, listen	Vocabulary: volunteer, helper, fact, environment, income, earning, wellbeing, responsible, opinion, waste, saving, income, safe, spending, healthy	Vocabulary: being responsible, safe, rules, influence, anti-social behaviour, environment, income, income tax, reliable, healthy, democracy, opinion, witness, conservation, expenditure, national insurance, trustworthy, rules, respectful, essential, VAT, laws, courteous, deductions, rights, public services, responsibility, United Nations	Vocabulary: responsibility, fact, rights, voluntary group, costs, borrow, public services, opinion, responsibility, community group, wages, loan, council, biased, duties, pressure (action) group, salaries, credit, vote, unbiased, rent, debit, elections, Fair Trade, interest, councillors	Vocabulary: social media, saving, tax, voluntary group, campaign bid, environmentally, sustainable, democracy, proposal profile, bank (building society) account, income tax (PAYE), community group, mission statement, composting, election, debate, image, Junior ISA, VAT, pressure (action) group, pitch, recycling, manifesto, amendments, online safety, interest, public services, mission statement, grant, energy, candidate, penalties, sharing, debit card, values, beneficiary, materials, voting, enforcement, cash, beneficiary, waste, policies, majority, value, transport, voting booth, House of Commons, shop local, ballot slip, House of Lords, food miles, ballot box, Royal Assent, Fair Trade, constituencies, reuse, MP
---	--	---	---	--	--

Being My Best	
EYFS	
Nursery	Reception
<ul style="list-style-type: none"> Name what their bodies need for energy (food, water, exercise, sleep) Describe how they feel when they don't have enough food, water, exercise or sleep Make healthy choices independently, in their home or education setting Explain how people might feel if they find something hard Suggest ways to encourage others to keep going Have a go at challenging themselves Develop skills in planning, reviewing applying a trial and error approach Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone Communicate with others by sharing with and listening to each other's ideas <p>SCARF Lessons:</p> <ul style="list-style-type: none"> What does my body need? I can keep trying I can do it! 	<ul style="list-style-type: none"> Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle. Recognise that some skills take time to learn. Plan and review an achievable goal. Celebrate the successes of their peers. Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups. Identify the 5 ways to support their wellbeing. Name some activities or ideas to promote positive mental health. Reflect on their mental health and how they can protect it. Describe the changes in their body during exercise and what is happening to their body. Explain how exercise can help us stay well - physically and mentally. Name some ways to keep their body fit and well. Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and bedtime routine. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep
<p>Vocabulary: food , challenge, practice, water, encourage, encourage, exercise, keep trying, sleep, get better at, challenge, energy</p>	<p>Vocabulary: bounce back, try, food, exercise, routine, encourage, try again, energy, exercise, heart, calm, grow, sleep, muscles, sleep, healthy, wash, fruit, healthy, vegetable, energy, dairy</p>

Being My Best					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Recognise the importance of fruit and vegetables in their daily diet; ● Know that eating at least five portions of vegetables and fruit a day helps to maintain health. ● Recognise that they may have different tastes in food to others; ● Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; ● Recognise which foods we need to eat more of and which we need to eat less of to be healthy. ● Understand how diseases can spread; ● Recognise and use simple strategies for preventing the spread of diseases. ● Recognise that learning a new skill requires practice and the opportunity to fail, safely; 	<ul style="list-style-type: none"> ● Explain the stages of the learning line showing an understanding of the learning process; ● Suggest phrases and words of encouragement to give someone who is learning something new; ● Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. ● Understand and give examples of things they can choose themselves and things that others choose for them; ● Explain things that they like and dislike, and understand that they have choices about these things; ● Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 	<ul style="list-style-type: none"> ● Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; ● Explain what is meant by the term 'balanced diet'; ● Give examples what foods might make up a healthy balanced meal. ● Explain how some infectious illnesses are spread from one person to another; ● Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; ● Suggest medical and non-medical ways of treating an illness. ● Develop skills in discussion and debating an issue; ● Demonstrate their understanding of health and wellbeing issues that are relevant to them; ● Emphise with different view points; 	<ul style="list-style-type: none"> ● Identify ways in which everyone is unique; ● Appreciate their own uniqueness; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. ● Give examples of choices they make for themselves and choices others make for them; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. ● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; ● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell 	<ul style="list-style-type: none"> ● Know two harmful effects each of smoking/drinking alcohol. ● Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. ● Understand the actual norms around smoking and the reasons for common misperceptions of these. ● Know the basic functions of the four systems covered and know they are inter-related. ● Explain the function of at least one internal organ. ● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. ● Identify their own strengths and talents; ● Identify areas that need improvement and describe strategies for achieving those improvements. ● State what is meant by community; 	<ul style="list-style-type: none"> ● Identify aspirational goals; ● Describe the actions needed to set and achieve these. ● Explain what the five ways to wellbeing are; ● Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. ● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. ● Identify risk factors in a given situation; ● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. ● Recognise what risk is; ● Explain how a risk can be reduced;

Hazelwood Schools PSHE Knowledge and Skills Progression

<ul style="list-style-type: none"> ● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.: ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel. <p>Recognise how a person's behaviour (including their own) can affect other people</p> <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● I can eat a rainbow ● Eat well ● Catch it! Bin it! Kill it! ● Harold learns to ride his bike ● Pass on the praise! ● Harold has a bad day 	<ul style="list-style-type: none"> ● Explain how germs can be spread; ● Describe simple hygiene routines such as hand washing; ● Understand that vaccinations can help to prevent certain illnesses. ● Explain the importance of good dental hygiene; ● Describe simple dental hygiene routines. ● Understand that the body gets energy from food, water and oxygen; ● Recognise that exercise and sleep are important to health ● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); ● Describe how food, water and air get into the body and blood. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● You can do it! ● My day ● Harold's postcard - helping us to keep clean and healthy ● Harold's bathroom ● My body needs... ● What does my body do? 	<ul style="list-style-type: none"> ● Make recommendations, based on their research. ● Identify their achievements and areas of development; ● Recognise that people may say kind things to help us feel good about ourselves; ● Explain why some groups of people are not represented as much on television/in the media. ● Demonstrate how working together in a collaborative manner can help everyone to achieve success; ● Understand and explain how the brain sends and receives messages through the nerves. ● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); ● Describe how food, water and air get into the body and blood. ● Explain some of the different talents and skills that people have and how skills are developed; ● Recognise their own skills and those of other children in the class. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Derek cooks dinner! (healthy eating) ● Poorly Harold ● For or against? ● I am fantastic! ● Getting on with your nerves! ● Body team work ● Top talents 	<p>Guide (formerly Eatwell Plate)::</p> <ul style="list-style-type: none"> ● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); ● Suggest ways the Seven Rs recycling methods can be applied to different scenarios. ● Define what is meant by the word 'community'; ● Suggest ways in which different people support the school community; ● Identify qualities and attributes of people who support the school community. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Who helps us stay healthy and safe? ● It's your right ● How do we make a difference? ● In the news! ● Safety in numbers ● Logo quiz ● Harold's expenses ● Why pay taxes? 	<ul style="list-style-type: none"> ● Explain what being part of a school community means to them; ● Suggest ways of improving the school community. ● Identify people who are responsible for helping them stay healthy and safe; ● Identify ways that they can help these people. ● Describe 'star' qualities of celebrities as portrayed by the media; ● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; ● Describe 'star' qualities that 'ordinary' people have. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Getting fit ● It all adds up! ● Different skills ● My school community (2) ● Independence and responsibility ● Star qualities? 	<ul style="list-style-type: none"> ● Understand risks related to growing up and explain the need to be aware of these; ● Assess a risk to help keep themselves safe. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● This will be your life! ● Five Ways to Wellbeing project ● Our recommendations ● What's the risk? (1) ● What's the risk? (2)
--	---	---	--	--	--

Hazelwood Schools PSHE Knowledge and Skills Progression

<p>Vocabulary: starchy, healthy, germs, learning, praise, behaviour, disease, practice, support, consequences, protein, hygiene, make mistakes, feedback, special person, fruit, dairy, spread, confidence, encourage, promise, vegetables, meat, achievement, feelings, vitamins, sugar, portion, salt, cereal</p>	<p>Vocabulary: practice, choose, vaccination, teeth, oxygen, brain, encourage, choices, injection, dental, water, heart goal, healthy, disease, hygiene, lungs, achieve, unhealthy, exercise, stomach, challenge, germs, rest, small intestine, large intestine, food, water</p>	<p>Vocabulary: balanced diet, infection, debate, goals, collaboration, goal-setting proteins, cleanliness, discussion, ambitions, cooperation, talents muscles, hygiene, continuum, improve, teamwork, skills, dairy, rest, courteous, achieve, intelligence, teeth, sleep, respectful, bones, water, justify, starchy carbohydrates, medicine, energy, drug, fruit & veg, dose, healthy, safety, instructions</p>	<p>Vocabulary: individual, choices, balanced diet, refuse, community, first aid unique, wellbeing, reduce, injury, mental health, re-use, minor, rot, accident, recycle, emergency, repair, blood, re-think, nose bleed, choking, breathing, airway, unresponsive, casualty, burn, scald, wound, recovery</p>	<p>Vocabulary: healthy choices, organs, perseverance, community, independence, personal qualities, body systems, commitment, school community, responsibility, celebrities, resilience, determination, patience, interpersonal skills</p>	<p>Vocabulary: wellbeing, aspirations, health, assessing risk, Red Cross, connect, goal setting, wellbeing, weigh up, weigh up, first aid, be active, perseverance, accurate, dilemma, choices, emergency, take notice (mindful), reliable, influence, 999, keep learning (get creative), sources, ambulance, give, operator, information, serious, adult, scenario, script, role, feelings, panic, calm, responsive, unresponsive</p>
--	---	---	--	--	---

Growing and Changing	
EYFS	
Nursery	Reception
<ul style="list-style-type: none"> Describe seasonal changes Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot Describe the life cycle of an animal Talk about how babies change as they grow Explain what babies need and how this changes as they grow Share their own experiences and listen to those of the others Talk about the similarities and differences between the males and females Begin to play inclusively with their friends, regardless of their sex (if not already doing so) Think differently and more openly about what a family may look like <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Growing and changing in nature When I was a baby Girls, boys and families 	<ul style="list-style-type: none"> Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience. To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others. Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
<p>Vocabulary: trees, baby, boy, grass, child, girl, plants, teeth, family, sky, hair, female, animal, crawl, male, grow, walk, private parts, change, toddler, same, season, different, sunny, cold, wet, rain, weather, caterpillar, egg, tadpoles, butterfly</p>	<p>Vocabulary: seasons, growing, family, private parts, spring, life cycles, child, baby, child, penis, summer, teenager, love, vulva, autumn, adult, care, winter, old age, grow, cycle</p>

Growing and Changing					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	
<ul style="list-style-type: none"> ● Recognise the importance of fruit and vegetables in their daily diet; ● Know that eating at least five portions of vegetables and fruit a day helps to maintain health. ● Recognise that they may have different tastes in food to others; ● Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; ● Recognise which foods we need to eat more of and which we need to eat less of to be healthy. ● Understand how diseases can spread; ● Recognise and use simple strategies for preventing the spread of diseases. ● Recognise that learning a new skill requires practice and the opportunity to fail, safely; ● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.: 	<ul style="list-style-type: none"> ● Explain the stages of the learning line showing an understanding of the learning process; ● Suggest phrases and words of encouragement to give someone who is learning something new; ● Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. ● Understand and give examples of things they can choose themselves and things that others choose for them; ● Explain things that they like and dislike, and understand that they have choices about these things; ● Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. ● Explain how germs can be spread; ● Describe simple hygiene routines such as hand washing; 	<ul style="list-style-type: none"> ● Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; ● Explain what is meant by the term 'balanced diet'; ● Give examples what foods might make up a healthy balanced meal. ● Explain how some infectious illnesses are spread from one person to another; ● Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; ● Suggest medical and non-medical ways of treating an illness. ● Develop skills in discussion and debating an issue; ● Demonstrate their understanding of health and wellbeing issues that are relevant to them; ● Empathise with different viewpoints; ● Make recommendations, based on their research. ● Identify their achievements and areas of development; 	<ul style="list-style-type: none"> ● Identify ways in which everyone is unique; ● Appreciate their own uniqueness; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. ● Give examples of choices they make for themselves and choices others make for them; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. ● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; ● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).: ● Understand the ways in which they can contribute to the 	<ul style="list-style-type: none"> ● Know two harmful effects each of smoking/drinking alcohol. ● Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. ● Understand the actual norms around smoking and the reasons for common misperceptions of these. ● Know the basic functions of the four systems covered and know they are inter-related. ● Explain the function of at least one internal organ. ● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. ● Identify their own strengths and talents; ● Identify areas that need improvement and describe strategies for achieving those improvements. ● State what is meant by community; ● Explain what being part of a school community means to them; ● Suggest ways of improving the school community. 	<ul style="list-style-type: none"> ● Identify aspirational goals; ● Describe the actions needed to set and achieve these. ● Explain what the five ways to wellbeing are; ● Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. ● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. ● Identify risk factors in a given situation; ● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. ● Recognise what risk is; ● Explain how a risk can be reduced; ● Understand risks related to growing up and explain the need to be aware of these; ● Assess a risk to help keep themselves safe.

Hazelwood Schools PSHE Knowledge and Skills Progression

<ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. <p>Recognise how a person's behaviour (including their own) can affect other people</p> <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • I can eat a rainbow • Eat well • Catch it! Bin it! Kill it! • Harold learns to ride his bike • Pass on the praise! • Harold has a bad day 	<ul style="list-style-type: none"> • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • You can do it! • My day • Harold's postcard - helping us to keep clean and healthy • Harold's bathroom • My body needs... • What does my body do? 	<ul style="list-style-type: none"> • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Derek cooks dinner! (healthy eating) • Poorly Harold • For or against? • I am fantastic! • Getting on with your nerves! • Body team work • Top talents 	<p>care of the environment (using some or all of the seven Rs);</p> <ul style="list-style-type: none"> • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Who helps us stay healthy and safe? • It's your right • How do we make a difference? • In the news! • Safety in numbers • Logo quiz • Harold's expenses • Why pay taxes? 	<ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Getting fit • It all adds up! • Different skills • My school community (2) • Independence and responsibility • Star qualities? 	<p>SCARF Lessons:</p> <ul style="list-style-type: none"> • This will be your life! • Five Ways to Wellbeing project • Our recommendations • What's the risk? (1) • What's the risk? (2)
<p>Vocabulary: organ, caring, change, unkind, surprise, privates, heart, love, growing, unkindness, secret, private, lungs, attention, tease,</p>	<p>Vocabulary: help, change, growing, unique, genitals, first aid, support, loss, food, special, penis, risk, supportive, feelings, rest, penis, vulva, emotions,</p>	<p>Vocabulary: relationships, personal space, secret, egg positive, body space, surprise, sperm, healthy, invade, feelings, puberty, trust, uncomfortable,</p>	<p>Vocabulary: learning line, compromise, puberty, secret, marriage, practice, hormones, pubic hair, menstrual cycle, surprise, live together, eggs,</p>	<p>Vocabulary: wellbeing, trust, separation, pubic hair, puberty, embarrassed, hormones, in confidence, prejudice, resilience, resilience, fostered, clitoris,</p>	<p>Vocabulary: body image, media manipulation, peer pressure, puberty, in confidence, egg, HIV</p>

Hazelwood Schools PSHE Knowledge and Skills Progression

uncomfortable, penis, intestines, teasing, vulva, brain, bully, hygiene, stomach, bullying, oxygen, witness, digested, experience, getting help	sleep, testicles, private, danger, frightened, care, vulva, privacy, hazard, nervous, learning, nipples, consent, kettle, permission, safe, burn, scald, accident, emergency	period, caring, stop, angry, ovary, respect, upset, fallopian tube, touch, jealous, uterus (womb), worried, lining, excited, vagina, scared, period/menstruation pad, talk, tampon, menstruation cup, breasts, genitals, testicles, womb, wet dream, penis	uncomfortable feelings, civil partnership, sperm, periods, forced marriage, penis, menstruation, testicles, period/menstruation pad, breasts, tampons, ovaries, menstruation cup, womb, wet dreams, vagina, vulva, clitoris, labia	genitalia, reactions, compromise, break a confidence, biological sex, unwanted attention, vulva, semen, consequences, respect, confidential, sexual orientation, unwanted touch, vaginal opening, menstruation, mood swings, gender identity, urinary opening, period, gender expression, lips (labia), period/menstruation pads, verbal abuse, penis, tampon, physical abuse, scrotum, menstruation cup, testicles, sanitary protection, foreskin, anus, wet dream, erection, stretch marks, crush	support, self-esteem, stereotype, right to privacy, physical changes, break a confidence, ovaries, infection conversation, manipulation, gender stereotype, sharing online, emotional changes, confidential, sperm, immune system, discuss, online safety, rights, testicles, virus, FGM, puberty, transmission, vagina, sharing needles, penis, sexual contact, orgasm, condom, embryo, prejudice, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage
---	--	--	--	---	---