



Progression Map

Subject: PSHE/SRE (SCARF – Coram Life Education)

Nursery	Reception
<p>3 and 4-year-olds will be learning to:</p> <p>Develop their sense of responsibility and membership of a community.                      Become more outgoing with unfamiliar people, in the safe context of their setting.                      Show more confidence in new social situations.                      Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.                      Increasingly follow rules, understanding why they are important.                      Remember rules without needing an adult to remind them.                      Develop appropriate ways of being assertive.                      Talk with others to solve conflicts.                      Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.                      Understand gradually how others might be feeling.</p>	<p>Children in Reception will be learning to:</p> <p>See themselves as a valuable individual.                      Build constructive and respectful relationships                      Express their feelings and consider the feelings of others.                      Show resilience and perseverance in the face of challenge.                      Identify and moderate their own feelings socially and emotionally.                      Think about the perspectives of others.                      Manage their own needs.                      Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p><b>ELG: Self-Regulation</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> </ul>



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Health and Wellbeing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Lifestyles	I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).	I can give examples of how to give support to someone.	I can usually accept the views of others and understand that we don't always agree with each other.	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.	I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this. Give a few examples of things that I am responsible for to keep myself healthy.	Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Identify qualities that people have, as well as their looks.
Keeping Safe	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).	I can say the difference between a surprise or secret that is safe and one that is unsafe.	I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I am able to identify when I need help and can identify trusted adults in my life who can help me.	Understand the risks of sharing images online and how these are hard to control, once shared. Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.



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<b>Growing and Changing</b>	I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.	I can tell you some things that help us grow (e.g. food, rest and sleep, care).	I can name a few things that make a positive relationship and some things that make a negative relationship I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. I can identify when someone hasn't been invited into my body space.	I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents) I can explain why some people choose to have a civil ceremony or live together instead.	I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I can explain what resilience is and how it can be developed.	I can explain what resilience is and how it can be developed. I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities). I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
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<b>Relationships</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Healthy Relationships</b>	Forming friendships and how kind or unkind behaviours impact other people.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	I can name a few things that make a positive relationship and some things that make a negative relationship.	I can explain what 'responsibility' means and give an example of things that relating to my health that I can take responsibility for.	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
<b>Feelings and Emotions</b>	I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.	Most of the time I can express my feelings in a safe, controlled way.	I can usually accept the views of others and understand that we don't always agree with each other.	I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	I can give a range of examples of our emotional needs and explain why they are important.	I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.



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<b>Valuing Difference</b>	I can say ways in which people are similar as well as different.	I am learning to express my feelings in a safe, controlled way.	Reflect on listening skills. Give examples of respectful language. Give examples of how to challenge another's viewpoint, respectfully.	I can give examples of different community groups and what is good about having different groups.	I can give examples of different faiths and cultures and positive things about having these differences. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
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<b>Living in the Wider World</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Rules and Responsibilities</b>	I can understand whether something is fact or opinion.  I have an awareness of basic first aid.	I can give examples of things that help me to be settled and calm in the classroom.	I can say some ways of checking whether something is a fact or just an opinion.	I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.
<b>Caring for the Environment</b>	I can give some examples of how I look after myself and my environment - at school or at home.	How can we look after our environment?	I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment.	I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.
<b>Money</b>	I can also say some ways that we look after	Understand that people have choices	People explain that people earn their	Define the terms 'income' and	State the costs involved in producing	I can explain the advantages and



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	money.	about what they do with their money	income through their jobs. Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	'expenditure'. 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.	and selling an item. Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest. Suggest advice for a range of situations involving personal finance.	disadvantages of different ways of saving money.
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