

EYFS and KS1 PSHE (Personal, Social, Health and Economic Education) CURRICULUM PROGRESSION MAP

Scheme: Coram SCARF



Intent: Our intent is to have happy, resilient children in our care who have the skills and knowledge they need to face challenges, maintain friendships and navigate through the school day at SFIS and beyond.

Learning intentions are overarching intentions for the entire unit. These are not the only learning outcomes for a unit, instead a summary of the key learning that the children can achieve.

Skills are the key skills that are learnt throughout a unit. These are written in age-appropriate language that the children can use when reflecting on their own learning.

Assessment questions are there to advise you when making assessments of the skills in that unit. They are for guidance and not for teachers to ask the children.

They provide some support in making decisions about whether children have achieved the skills, where gaps are and which children might benefit from some additional support.

Autumn 1

Topic - Me and My Relationships

Reception Key themes Feelings Getting help			Y1 Key themes Feelings Getting help Classroom rules			Y2 Key themes Feelings/self-regulation Being a good friend Bullying and teasing Our school rules about bullying		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.	In a conflict, can they explain what happened and how they feel?	1. Describe different feelings and how they can make our bodies feel.	I can name different feelings and how they might make me behave.	Do they use accurate vocabulary to describe feelings (beyond happy or sad)?	1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.	Do they show empathy towards other children when they are upset or angry?
2. Name special people in their lives.	I can name people who help me and describe ways to help others.	Do they ask trusted adults for help with their emotions or conflicts?	2. To know some strategies of dealing with 'not so good' feelings.	I can suggest ways of dealing with 'not so good' feelings and how to help others.	Can they explain how their body is feeling (even if in their own way) e.g., butterflies in their tummy, heart racing, feeling hot, red cheeks.	2. To identify different ways to respond to the feelings of others.	I can express my feelings in a safe, controlled way.	Do they behave appropriately around those who are showing signs of anger, frustrations or other heightened emotions? (e.g., leaving them alone, offering help, asking for an adult's assistance)
3. Describe different feelings	I can talk about feelings and what can cause them.	Can they self-regulate and/or use strategies when upset or angry? Do they recognise when they may need to do something to help their emotions?	3. To understand how our actions can hurt the feelings of others.	I can recognise when I need help and who to ask.	Do they talk about how their actions can effect people's feelings?	3. To recognise the differences between bullying, unkind behaviour or teasing.	I can tell you some ways that I can get help if I am being bullied and what I can do if someone teases me.	Are they accurate in describing the behaviour of others? For example, not over using the term 'bullying'
4. Identify who can help if they are sad, worried or scared.	I can tell you which trusted adults I can ask for help.	Do they ask trusted adults for help with their emotions or conflicts?	4. To recognise the special qualities in family and friends.	I can listen to others and wait my turn to speak.	Can they begin to resolve conflict by talking or explaining.	4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.	I can tell someone how they are making me feel.	Can they be independent in resolving conflict or explaining their feelings to others?
5. Identify ways to help others or themselves if they are sad or worried.	I can help a friend if they are sad or worried.	How do they self-regulate their behaviour? Do they have any strategies to deal with difficult or challenging emotions?	5. To know which special people keep us safe and how.	I can tell you which trusted adults at home and school keep me safe.	Can they name some key people who keep them safe/who to turn to for help?	5. To recognise a healthy friendship and its qualities.	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.	Do they have positive relationships with a number of children in the class? Are they independent in these friendships and are they usually kind and respectful towards others?
					Do they show listening skills such as eye contact, still and calm body, responding to comments and questions?			Are they confident to stand up for themselves without being aggressive or confrontational?

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Autumn 2 Topic – Valuing Difference

Reception Key themes Recognising and respecting difference Being kind and caring			Y1 Key themes Recognising, valuing and celebrating difference Developing tolerance			Y2 Key themes Being kind and helping others Listening Skills		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Be sensitive towards others and celebrate what makes each person unique.	I can celebrate our differences.	Do they show respect if others have different interests, beliefs or ways of playing?	1. To know the key differences between teasing, being unkind and bullying.	I can say ways in which people are similar as well as different.	Do they understand that bullying is often rare and how it is different to someone being unkind?	1. To identify differences and similarities between others.	I can be respectful of those who are different to me.	Do they value their friends based on their qualities? Do they play with different children according to the activity and their interests?
2. Recognise that we can have things in common with others.	I can talk about my family life.	Consider the language they use about children different to them (either in their school/community or in books)	2. To recognise that everyone is different and will have different thoughts and ideas.	I can say why things sometimes seem unfair, even if they are not to me.	Do they respect differences amongst their peers?	2. Recognise and explain how a person's behaviour can affect other people.	I can describe how someone can change someone's feelings.	Are they aware when someone's behaviour changes? Can they explain what has happened? Can they explain the emotions involved?
3. Use speaking and listening skills to learn about the lives of their peers.	I can listen and be polite to what others tell me about their lives.	Do they follow your expectations on listening? Do they respond to what others say during play or focus only their ideas?	3. To celebrate and begin to show empathy for those who are different.	I can talk about what bullying is.	Can they understand that people may not always agree or like the same things.	3. To learn and use different ways to show good listening.	I can tell you why it is important to show good listening to people who think differently to me.	Do they follow your expectations when speaking and listening? Do they sit or stand calmly and give eye contact?
4. Know the importance of showing care and kindness towards others.	I can be kind, caring and helpful to others.	Do they offer help if they see a friend in need? Are they aware of how they talk or behave towards others?	4. To identify those who are special to them (and their special qualities).	I can say ways to show kindness towards others.	Can they notice when a friend might need their help or kindness shown towards them?	4. Explain how it feels to be part of a group and left out of a group.	I can name and suggest strategies to someone who feels left out.	Do they invite children to join their play? Are they confident to ask to join in?
5. Demonstrate skills in building friendships and cooperation.	I can show good listening		5. To identify ways in which we can show kindness towards others and how that makes them feel.		Do they show interest and inclusive behaviour towards those from different cultures, races, backgrounds or families?	5. To recognise and talk about acts of kindness and how they can impact others.	I can be kind and use kind words to my friends.	What do other children say about them? Do other staff comment on their behaviour towards others? Do they have close friends that they care for? Are they caring towards their siblings (if they have any)?

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Spring 1 Topic – Keeping Myself Safe

Reception Key themes Asking for help Keeping healthy Staying safe around medicines			Y1 Key themes How our feelings can keep us safe Keeping healthy Medicine safety			Y2 Key themes Safe and unsafe secrets Appropriate touch Medicine safety		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Talk about how to keep their bodies healthy and safe.	I can tell you what my body needs to stay healthy.	What decisions do they make regarding food, sleep and personal self-care?	1. To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.	I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)	Do they make healthy decisions regarding food, sleep and personal self-care? Do they have an interest exercise and keeping active? Consider their lifestyle at home.	1. To explain simple issues of safety and responsibility about medicines and their use.	I can keep myself safe around medicines. I can explain that they can be helpful or harmful and say how they can be used safely.	
2. Name ways to stay safe around medicines.	I can make safe decisions around medicines and things I don't know.	What prior knowledge do they have of medicines? How do they behave around unknown products or resources?	2. To recognise emotions and physical feelings associated with feeling unsafe.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe	How do they manage their emotions? Can they describe different emotions? How do they behave in conflict or disagreements?	2. To identify situations in which they would feel safe or unsafe.	I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.	Do they recognise inappropriate touch? Do they ask for an adults help when they feel unsafe?
3. Know how to stay safe in their home, classroom and outside.	I can name some things that can be dangerous inside and outside.	Do they understand that some equipment and areas of the classroom are only for adults? Do they recognise potentially dangerous household products?	3. To learn the PANTS rule and which parts of my body are private.	I can say 'no' to unwanted touch and ask for help from a trusted adult.	Be aware of safeguarding procedures and disclosure.	3. To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.	I can say what I do and don't like and who to ask for help.	Do they communicate with their peers about their likes and dislikes? How do they react to others communicating non-verbally?
4. Know age-appropriate ways to stay safe online.	I can tell you what is safe to play online and who to talk to if I feel worried.	Consider their knowledge and personal use of tablets and online games.	4. To understand that medicines can sometimes make people feel better when they're ill.	I can say when medicines can be helpful or might be harmful.	What is their knowledge and experience of medicines?	4. To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	What behaviours do they show regarding secrets? Consider what secrets mean to the children.
5. Name adults in their lives and those in their community who keep them safe.	I can name the adults who keep me safe and when I might need their help.		5. To talk about safety and responsibility around medicines.	I can tell you how to stay safe around medicine.	Can they name alternative ways to feel better (other than medicines).	5. To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	Be aware of safeguarding procedures and disclosure. Do they know which are the trusted adults in their lives? How do they behave in terms of keeping their private parts private?

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Spring 2 Topic – Rights and Responsibilities

Reception Key themes Taking care Making Choices			Y1 Key themes Looking after things			Y2 Key themes Cooperation and self-regulation		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Understand that they can make a difference.	I can help my family.	What responsibilities do they have at home? How independent are they in self-care? Do they enjoy responsibility in the classroom?	1. To identify ways of taking care of their health.	I can wash my hands correctly.	Also take note of their understanding of hygiene and spreading of germs.	1. To identify strategies in cooperation.	I can make choices that help me play and work well with others.	Observe them in independent play or activities. Can they explain strategies that help teamwork and cooperation? Do they share ideas in groups? Observe their listening skills.
2. Identify how they can care for their home, school and special people.	I can help to clean and tidy my home and classroom.	What responsibilities do they have at home? How independent are they in self-care? Do they enjoy responsibility in the classroom?	2. To identify how others take care of their environment.	I can name ways to look after my home and school.	What responsibilities to they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for?	2. To identify strategies in self-regulation.	I can use some strategies when I feel upset or angry.	How is their general behaviour across a typical day? Can they describe their behaviour and emotions using relevant and appropriate vocabulary?
3. Talk about how they can make an impact on the natural world.	I can tell you some ways to look after our world.	Do they show an interest in environmental issues? Are they aware of practices such as recycling, reducing food waste and reducing car travel.	3. To take care of something or someone else.	I can look after a special person or thing.	What responsibilities to they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for?	3. To name ways to stay safe when using the internet.	I can ask for help from a trusted adult.	Use as part of your monitoring for safeguarding. Ensure children know key adults who keep them safe.
4. Talk about similarities and differences between themselves.	I can be kind to friends and others.	Observe who they play with. Do they play with a variety of children? Are they aware of the needs of others? Do they show sympathy to others if they are upset? Do they include everyone in their play?	4. To talk about the importance of looking after money.	I can tell you some things that money is spent on.	Use circle times or conversations about money and shopping. Do they have an understanding of the value of money?	4. To recognise that they have a responsibility to help care for their immediate and broader environment.	I can name some ways I can look after my environment.	Can they explain concepts such as recycling, reducing waste and sustainability? What do they do at home to help their environment? Do they have awareness of the need to keep things clean, tidy and cared for?
5. Demonstrate building relationships with friends.	I can talk about looking after money.	Observe them in role play activities such as shops or cafés. Do they show awareness of the value of money (e.g. would they charge a customer £3 for a sandwich rather than £300)	5. To learn what to do when someone is injured.	I can get help if someone has hurt themselves.	Do they understand what to do and how to ask for help when someone is injured?	5. To learn about saving and spending money.	I can make choices with money.	What experience do they have of spending money? Do they understand the value of money? Consider their mathematical skills in handling money.

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Summer 1 Topic – Being My Best

Reception Key themes Making healthy choices Being persistent			Y1 Key themes Keeping healthy Growth Mindset			Y2 Key themes Looking after my body Growth Mindset		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Feel resilient and confident in their learning.	I can keep trying if the way I choose doesn't work.	Do they use alternative methods or strategies? Do they persist at an activity even when they are finding it a challenge?	1. To recognise how a healthy variety of food can make us feel great.	I can choose a healthy meal with different food groups.	Observe them during snack and/or lunch time. Can they explain a healthy choice? Can they give a reason for choosing/not choosing a particular food? Do they notice the effect of physical activity on their body?	1. Explain the stages of the learning line showing an understanding of the learning process	I can explain what happens when I learn something new.	Do they persist in their work? How do they react if they reach a blocker or hurdle in their learning?
2. Name and discuss different types of feelings and emotions.	I can talk about the different types of feelings we have.	Can they name different feelings? What level of vocabulary do they have in this area?	2. Recognise that learning a new skill requires practice and the opportunity to fail, safely	I can be persistent when learning a new skill.	How do they approach a challenge or different task? Are they confident to try new things?	2.	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	Can they discuss a plan of what to do? Can they set achievable goals.
3. Learn and use strategies or skills in approaching challenges.	I can have a go at something new.	Do they choose to give themselves a challenge? Do they take risks in their learning and play?	3.	I can name a few different ideas of what I can do if I find something difficult.	See above.	3. To understand the importance of good hand and dental hygiene.	I can explain how hand hygiene stops viruses and germs from spreading.	Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs (e.g., blowing their nose/catching a cough)
4. Understand that they can make healthy choices.	I can make my own healthy food choices.	Observe them during snack and/or lunch time. Can they explain a healthy choice?	4. To identify strategies to resolve conflict.	I can help my friends when they fall out.	What are their friendships like? Do they regularly fall out or can they manage this independently? Do they treat others fairly?	4. To recognise what the body needs to have energy and stay well.	I can give examples of what I can do and give to my body to stay healthy.	Can they explain why they have suggested particular foods or activities?
5. Name and recognise how healthy choices can keep us well.	I can make healthy sleep and exercise choices.	Do they notice the effect of physical activity on their body? Can they describe a healthy bedtime routine?	5. To give and receive praise	I can explain why praise helps me to keep trying.	How do they respond to praise? Do they seek it?	5. To identify parts of the body that process food and create energy.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.	Assess the vocabulary they use. Could they explain a process (e.g., how food is digested).

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**Summer 2
Topic – Growing and Changing**

Reception Key themes Life cycles Girls and boys			Y1 Key themes Getting help Becoming independent Body parts			Y2 Key themes Being supportive Dealing with loss Life cycles		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Understand that there are changes in nature and humans.	I can describe the life cycle of an animal.	Do they use relevant vocabulary? Can they put the stages in order? Can they explain seasonal changes?	1. To think of what babies need to stay happy and healthy.	I can tell you some things that babies need.	Can they describe the needs of a baby? Can they describe what a baby may do? Can they explain how babies communicate their needs?	1. To give positive feedback to someone.	I can give support to a friend.	How do they help their friends? Do they give advice when they are worried? Do they give positive feedback during group activities or sharing time?
2. Name the different stages in childhood and growing up.	I can describe how a baby grows to an adult and what they might need.	What vocabulary do they use? Can they explain how they have changed and the skills they have learnt? What experience do they have of younger or older children?	2. To identify the changes they have made since they were a baby.	I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.	Can they give you an example of what they would like to improve or learn?	2. To recognise the range of feelings associated with loss and to discuss things people can do to feel better.	I can describe feelings of loss and suggest what someone can do if a friend moves away.	What experience do they have regarding this? Do they show empathy to the people in this lesson?
3. Understand that babies are made by a man and a woman.	I can tell you some things about how babies are made.	Do they use the correct vocabulary for male and female body parts? Can they match a baby animal to its mother?	3. To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.	I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Can they distinguish between a secret and a surprise (like a birthday present)?	3. To identify the different stages of growth and what people are able to do at these different stages.	I can describe the stages of growth I have been through and what I look forward to in my future.	Can they give you an example of what they would like to improve or learn? Could they set themselves a goal?
4. Use the correct vocabulary when naming the different parts of the body.	I can tell you the scientific names for my body parts.	Do they have a good knowledge of body part names in addition to private parts?	4. To identify some internal organs and systems and those body parts which are private.	I can name the body parts girls and boys have that are the same and which body parts are different.	Do they use the correct vocabulary? Can they explain how someone would keep their private parts private? Do they understand why?	4. To identify the human private parts/genitalia and explain that they are used to make a baby.	I can name the human private parts that are used to make a baby.	Do they use the correct vocabulary? Are they beginning to understand the processes of reproduction? Do they use vocabulary related to seeds (sperm) and eggs.
5. Know how to keep themselves safe.	I can tell you the PANTS rule.	Can they name trusted adults? Do they know the correct vocabulary for their private parts? Do they practice keeping safe during times when they go to the toilet etc?	5. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.	I can name the adults I can talk to at home and school if I need help.	See above	5. To explain who can see someone's private part, what consent means and how to protect privacy.	I can talk about keeping private parts private.	Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Do they practice asking or giving consent?

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DfE Relationships Education and Health Education Statutory Requirements - End of Primary School Statements

SCARF gives you everything you need to meet the Relationships Education and Health Education requirements, statutory from September 2026.

Theme	Statutory Requirement
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability.
	2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
	3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
	5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
	6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
	2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
	3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
	4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
	5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
	6. How to manage conflict, and that resorting to violence is never right.
	7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
	2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
	3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
	4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
	5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
	6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
	7. The conventions of courtesy and manners.
	8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
	9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
	10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
	11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

DfE Relationships Education and Health Education Statutory Requirements - End of Primary School Statements
 SCARF gives you everything you need to meet the Relationships Education and Health Education requirements, statutory from September 2026.

Theme	Statutory Requirement
<p align="center">Online safety and awareness</p>	<p>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p>
	<p>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p>
	<p>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p>
	<p>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p>
	<p>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p>
	<p>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p>
<p align="center">Being safe</p>	<p>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p>
	<p>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>
	<p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p>
	<p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p>
	<p>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p>
	<p>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p>
	<p>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p>

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DfE Health and Wellbeing Statutory Requirements – End of Primary School Statements

SCARF gives you everything you need to meet the Health and Wellbeing requirements.

Theme	Statutory Requirement
General Wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
	2. The importance of promoting general wellbeing and physical health.
	3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
	4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	6. That isolation and loneliness can affect children, and the benefits of seeking support.
	7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
	8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
	9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	10. That it is common to experience mental health problems, and early support can help.
Wellbeing Online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
	2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
	3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
	5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
	6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
	7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
	8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
	9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
	10. That they have rights in relation to sharing personal data, privacy and consent.
	11. Where and how to report concerns and get support with issues online.
Physical Health and Fitness	1. The characteristics and mental and physical benefits of an active lifestyle.
	2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
	3. The risks associated with an inactive lifestyle, including obesity.
	4. How and when to seek support including which adults to speak to in school if they are worried about their health.

DfE Health and Wellbeing Statutory Requirements – End of Primary School Statements

SCARF gives you everything you need to meet the Health and Wellbeing requirements.

Theme	Statutory Requirement
Healthy Eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content).
	2. Understanding the importance of a healthy relationship with food.
	3. The principles of planning and preparing a range of healthy meals.
	4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health Protection and Prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
	4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
	2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
	2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
	2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
	3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.