



Highfield Primary School Progression Map 2024 -2025

Subject: Personal, Social, Health and Economic Education (P.S.H.E.)

Intent

Our P.S.H.E. curriculum is taught using SCARF (Coram Life Education), which is a whole-school approach used to promote positive behaviour, mental health, wellbeing, resilience and achievement. Through our P.S.H.E. curriculum we will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. Our P.S.H.E. curriculum will not only support our children in achieving their best both academically and socially but will also prepare them to be resilient when faced with life's challenges.

Implementation

Progression of Knowledge

Term	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery children will be taught to/about:	In addition to knowledge taught in the Nursery, Reception children will be taught to/about:	In addition to EYFS knowledge, Year 1 children will be taught to/about:	In addition to EYFS and Year 1 knowledge, Year 2 children will be taught to/about:	In addition to KS1 knowledge, Year 3 children will be taught to/about:	In addition to KS1 and Year 3 knowledge, Year 4 children will be taught to/about:	In addition to KS1 and Lower KS2 knowledge, Year 5 children will be taught to/about:	In addition to KS1, Lower KS2 and Year 5 knowledge, Year 6 children will be taught to/ about:
Autumn 1 Me and My Relationships	Recognise that we are unique Identify different feelings Who is part of my family	What makes me special People close to me Getting help	Feelings Getting help Classroom rules Special people Being a food friend	Bullying and teasing Our school rules about bullying Being a good friend Feelings and selfregulation	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Healthy relationships Listening to feelings Bullying Assertive skills	Feelings Friendship skills, including compromise Assertive skills Cooperation	Assertiveness Cooperation Safe/unsafe touches Positive relationships

							Recognising emotional needs	
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Autumn 2 Valuing Differences	To identify and celebrate their friends Understand people have different religions and cultures	Similarities and difference Celebrating difference Showing kindness	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Being kind and helping others Celebrating difference People who help us Listening Skills	Recognising and respecting diversity Being respectful and tolerant My community	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping
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<p>Spring 1</p> <p>Keeping Safe</p>	<p>Explain what to do if they feel unsafe</p> <p>Recognise how to keep safe inside and outside</p>	<p>Keeping my body safe</p> <p>Safe secrets and touches</p> <p>People who help to keep us safe</p>	<p>How our feelings can keep us safe – including online safety</p> <p>Safe and unsafe touches</p> <p>Medicine Safety</p> <p>Sleep</p>	<p>Safe and unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p>	<p>Managing risk</p> <p>Decision-making skills</p> <p>Drugs and their risks</p> <p>Staying safe online</p>	<p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p> <p>Online safety</p>	<p>Managing risk, including online safety</p> <p>Norms around use of legal drugs (tobacco, alcohol)</p> <p>Decision-making skills</p>	<p>Understanding emotional needs</p> <p>Staying safe online</p> <p>Drugs: norms and risks (including the law)</p>
<p>Spring 2</p> <p>Rights and Respect</p>	<p>Taking responsibility for own health</p> <p>Helping others</p> <p>Taking care of their home, learning environment</p>	<p>Looking after things – friends, environment and money</p>	<p>Taking care of things: Myself My money My environment</p>	<p>Cooperation</p> <p>Self-regulation</p> <p>Online safety</p> <p>Looking after money -saving and spending</p>	<p>Skills we need to develop as we grow up</p> <p>Helping and being helped</p> <p>Looking after the environment</p> <p>Managing money</p>	<p>Making a difference (different ways of helping others or the environment)</p> <p>Media influence</p> <p>Decisions about spending money</p>	<p>Rights, respect and duties relating to my health</p> <p>Making a difference</p> <p>Decisions about lending, borrowing and spending</p>	<p>Understanding media bias, including social media</p> <p>Caring: communities and the environment</p> <p>Earning and saving money</p>

								<p>Understanding democracy</p>
<p>Summer 1</p> <p>Being my Best</p>	<p>Health choices</p> <p>Working with others</p>	<p>Keeping my body healthy – food, exercise, sleep</p> <p>Growth Mindset</p>	<p>Growth Mindset</p> <p>Healthy eating</p> <p>Hygiene and health</p> <p>Co-operation</p>	<p>Growth Mindset</p> <p>Looking after my body</p> <p>Hygiene and health</p> <p>Exercise and sleep</p>	<p>Keeping myself healthy and well</p> <p>Celebrating and developing my skills</p> <p>Developing empathy</p>	<p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p> <p>My skills and interests</p>	<p>Growing independence and taking ownership</p> <p>Keeping myself healthy</p> <p>Media awareness and safety</p> <p>My community</p>	<p>Aspirations and goal setting</p> <p>Managing risk</p> <p>Looking after my mental health</p>

Summer 2 Growing and Changing	Talk about change in the environment Describe the changes in babies, young animals and plants	Cycles Life stages Girls and boys – similarities and difference	Getting help Becoming independent My body parts Taking care of self and others	Life cycles Dealing with loss Being supportive Growing and changing Privacy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets	Body changes during puberty Managing difficult feelings Relationships including marriage	Managing difficult feelings Managing change How my feelings help keeping safe Getting help	Coping with changes Keeping safe Body Image Sex education Self-esteem

Impact (End points)

Appendix 1 - Highfield Primary School SCARF Medium Term Planning