

Oak Hill Progression in PSHE

Learning Outcomes linked to Coram SCARF Units

	By the end of Y3/4 (See PSHE Rolling Programme of Units)		By the end of Y5/6 (See PSHE Rolling Programme of Units)	
	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	<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. 	<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 towards someone or 	<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 	<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

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	<ul style="list-style-type: none"> ● 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; ● 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>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>change according to circumstance;</p> <ul style="list-style-type: none"> ● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks ● 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>something they feel uncomfortable about.</p> <ul style="list-style-type: none"> ● Describe the consequences of reacting to others in a positive or negative way; ● Suggest ways that people can respond more positively to others. ● 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.
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<p style="text-align: center; margin: 0;">Valuing Difference</p>	<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. 	<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. 	<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. ● Develop an understanding of discrimination and its injustice, and describe this using examples; ● Empathise with people who have been, and currently are, subjected to injustice, including through racism; ● Consider how discriminatory behaviour can be challenged. ● 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 	<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).
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	<ul style="list-style-type: none"> ● 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 is. 	<ul style="list-style-type: none"> ● 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. ● Understand and identify stereotypes, including those promoted in the media. 	<p>that aren't true, sometimes this is so that people will like them;</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
<p>Keeping Myself Safe</p>	<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) 	<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; 	<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. 	<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.

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	<ul style="list-style-type: none"> ● 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; ● 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. ● Name and know which parts should be private; (Penis and Vagina or Vulva) 	<ul style="list-style-type: none"> ● 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 that not all people drink alcohol (Social Norms theory). ● 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. 	<ul style="list-style-type: none"> ● 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. ● 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. ● Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; ● 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 	<ul style="list-style-type: none"> ● 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; ● 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 needs met. ● Understand and give examples of conflicting emotions; ● Understand and reflect on how independence and responsibility go together.
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	<ul style="list-style-type: none"> ● 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>for common misperceptions of these.</p> <ul style="list-style-type: none"> ● 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. 	
Rights and Responsibilities	<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. 	<ul style="list-style-type: none"> ● Explain how different people in the school and local community help them stay healthy and safe; ● 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); 	<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; 	<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 and 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, taking into account a range of factors;

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	<ul style="list-style-type: none"> ● 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 be paid for (e.g. food, furniture, electricity etc.) ● 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.) 	<ul style="list-style-type: none"> ● 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 a 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; ● 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'; 	<ul style="list-style-type: none"> ● 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; ● 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. 	<ul style="list-style-type: none"> ● 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; ● 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.
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		<ul style="list-style-type: none"> • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential. 		
Being My Best	<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 of 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; 	<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 balance of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • 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. 	<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 interrelated. • 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; 	<ul style="list-style-type: none"> • 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. • Identify aspirational goals; • Describe the actions needed to set and achieve these. • Present information they researched on a health and wellbeing issue outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation (involving alcohol); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. • 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;

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	<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.	<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● Assess a risk to help keep themselves safe.
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<p>Growing and Changing</p>	<ul style="list-style-type: none"> ● Identify different types of relationships; ● Recognise who they have positive healthy relationships with. ● Understand what is meant by the term body space (or personal space); ● Identify when it is appropriate or inappropriate to allow someone into their body space; ● Rehearse strategies for when someone is inappropriately in their body space. ● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ● Recognise how different surprises and secrets might make them feel; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<ul style="list-style-type: none"> ● Describe some of the changes that happen to people during their lives; ● Explain how the Learning Line can be used as a tool to help them manage change more easily; ● Suggest people who may be able to help them deal with change. ● Name some positive and negative feelings; ● Understand how the onset of puberty can have emotional as well as physical impact ● Suggest reasons why young people sometimes fall out with their parents; ● Take part in a role play practising how to compromise. ● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that for girls, periods are a normal part of puberty. ● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ● Recognise how different surprises and secrets might make them feel; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<ul style="list-style-type: none"> ● Use a range of words and phrases to describe the intensity of different feelings ● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; ● Explain strategies they can use to build resilience. ● Identify people who can be trusted; ● Understand what kinds of touch are acceptable or unacceptable; ● Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. ● Explain how someone might feel when they are separated from someone or something they like; ● Suggest ways to help someone who is separated from someone or something they like. ● Identify parts of the body that males and females have in common and those that are different; ● Know the correct terminology for their genitalia; ● Understand and explain why puberty happens. ● Know the key facts of the menstrual cycle; ● Understand that periods are a normal part of puberty for girls; 	<ul style="list-style-type: none"> ● Recognise some of the changes they have experienced and their emotional responses to those changes; ● Suggest positive strategies for dealing with change; ● Identify people who can support someone who is dealing with a challenging time of change. ● Understand that fame can be short-lived; ● Recognise that photos can be changed to match society's view of perfect; ● Identify qualities that people have, as well as their looks. ● 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. ● Understand the risks of sharing images online and how these are hard to control, once shared; ● Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; ● Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. ● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
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Oak Hill Progression in PSHE

Learning Outcomes linked to Coram SCARF Units

		<ul style="list-style-type: none">• Understand that marriage is a commitment to be entered into freely and not against someone's will;• Recognise that marriage includes same sex and opposite sex partners;• Know the legal age for marriage in England or Scotland;• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	<ul style="list-style-type: none">• Identify some of the ways to cope better with periods.• Know the correct words for the external sexual organs;• Discuss some of the myths associated with puberty.• Identify some products that they may need during puberty and why;• Know what menstruation is and why it happens.• Recognise how our body feels when we're relaxed;• List some of the ways our body feels when it is nervous or sad;• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.• 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.• Explain the difference between a safe and an unsafe secret;• Identify situations where someone might need to break a confidence in order to keep someone safe• Recognise that some people can get bullied because of the way they express their gender;• Give examples of how bullying behaviours can be stopped.	<ul style="list-style-type: none">• Suggest strategies that would help someone who felt challenged by the changes in puberty;• Know where someone could get support if they were concerned about their own or another person's safety.• Explain the difference between a safe and an unsafe secret;• Identify situations where someone might need to break a confidence in order to keep someone safe.• Identify the changes that happen through puberty to allow sexual reproduction to occur;• Know a variety of ways in which the sperm can fertilise the egg to create a baby;• Know the legal age of consent and what it means.
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