


Oak Hill Progression in PSHE

Learning Outcomes linked to Coram SCARF Units

	By the end of Y1/2 (See PSHE Rolling Programme of Units)		
	Reception CLL ELG throughout all units	Year 1	Year 2
<p>Me and My Relationships</p>	<p>PSED ELG: Making Relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>PSED ELG: Self Confidence and Self Awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Understanding the World ELG: People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>PSED ELG: Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and</p>	<ul style="list-style-type: none"> ○ Understand that classroom rules help everyone to learn and be safe; ○ Explain their classroom rules and be able to contribute to making these. ○ Recognise how others might be feeling by reading body language/facial expressions; ○ Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc. ○ Identify a range of feelings; ○ Identify how feelings might make us behave: ○ Suggest strategies for someone experiencing 'not so good' feelings to manage these. ○ Recognise that people's bodies and feelings can be hurt; ○ Suggest ways of dealing with different kinds of hurt. ○ Recognise that they belong to various groups and communities such as their family; ○ Explain how these people help us and we can also help them to help us. ○ Identify simple qualities of friendship; ○ Suggest simple strategies for making up. ○ Demonstrate attentive listening skills; ○ Suggest simple strategies for resolving conflict situations; ○ Give and receive positive feedback, and experience how this makes them feel. 	<ul style="list-style-type: none"> ○ Suggest actions that will contribute positively to the life of the classroom; ○ Make and undertake pledges based on those actions. ○ Take part in creating and agreeing classroom rules. ○ Use a range of words to describe feelings; ○ Recognise that people have different ways of expressing their feelings; ○ Identify helpful ways of responding to other's feelings. ○ Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; ○ Identify situations as to whether they are incidents of teasing or bullying. ○ Understand and describe strategies for dealing with bullying; ○ Rehearse and demonstrate some of these strategies. ○ Explain the difference between bullying and isolated unkind behaviour; ○ Recognise that that there are different types of bullying and unkind behaviour; ○ Understand that bullying and unkind behaviour are both unacceptable ways of behaving. ○ Recognise that friendship is a special kind of relationship; ○ Identify some of the ways that good friends care for each other.

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	<p>know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>		<ul style="list-style-type: none"> ○ Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); ○ Explain where someone could get help if they were being upset by someone else's behaviour.
<p>Valuing Difference</p>	<p>PSED ELC: Making Relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Understanding the World ELC: People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>PSED ELC: Self Confidence and Self Awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen</p>	<ul style="list-style-type: none"> ○ Identify the differences and similarities between people; ○ Empathise with those who are different from them; ○ Begin to appreciate the positive aspects of these differences. ○ Explain the difference between unkindness, teasing and bullying; ○ Understand that bullying is usually quite rare. ○ Explain some of their school rules and how those rules help to keep everybody safe. ○ Identify some of the people who are special to them; ○ Recognise and name some of the qualities that make a person special to them. ○ Recognise and explain what is fair and unfair, kind and unkind; ○ Suggest ways they can show kindness to others. 	<ul style="list-style-type: none"> ○ Identify some of the physical and non-physical differences and similarities between people; ○ Know and use words and phrases that show respect for other people. ○ Identify people who are special to them; ○ Explain some of the ways those people are special to them. ○ Recognise and explain how a person's behaviour can affect other people. ○ Explain how it feels to be part of a group; ○ Explain how it feels to be left out from a group; ○ Identify groups they are part of; ○ Suggest and use strategies for helping someone who is feeling left out. ○ Recognise and describe acts of kindness and unkindness; ○ Explain how these impact on other people's feelings; ○ Suggest kind words and actions they can show to others; ○ Show acts of kindness to others in school. ○ Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);

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	<p>activities. They say when they do or don't need help.</p>		<ul style="list-style-type: none"> ○ Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
<p>Keeping Myself Safe</p>	<p>Physical Development: ELG: Health and Self Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>PSED ELG: Self Confidence and Self Awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>PSED ELG: Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Understanding the World ELG Technology: Children recognise that a range of technology is used in places such as homes and schools.</p>	<ul style="list-style-type: none"> ○ Understand that the body gets energy from food, water and air (oxygen); ○ Recognise that exercise and sleep are important parts of a healthy lifestyle. ○ Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ○ Identify simple bedtime routines that promote healthy sleep. ○ Recognise emotions and physical feelings associated with feeling unsafe; ○ Identify people who can help them when they feel unsafe. ○ Recognise the range of feelings that are associated with loss. ○ Understand that medicines can sometimes make people feel better when they're ill; ○ Explain simple issues of safety and responsibility about medicines and their use. ○ Understand and learn the PANTS rules; ○ Explain the difference between appropriate and inappropriate touch; ○ Understand that they have the right to say "no" to unwanted touch; ○ Start thinking about who they trust and who they can ask for help. 	<ul style="list-style-type: none"> ○ Understand that medicines can sometimes make people feel better when they're ill; ○ Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; ○ Explain simple issues of safety and responsibility about medicines and their use. ○ Identify situations in which they would feel safe or unsafe; ○ Suggest actions for dealing with unsafe situations including who they could ask for help. ○ Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; ○ Identify the types of touch they like and do not like; ○ Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. ○ Recognise that some touches are not fun and can hurt or be upsetting; ○ Know that they can ask someone to stop touching them; ○ Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

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	They select and use technology for particular purposes.		<ul style="list-style-type: none"> ○ Identify safe secrets (including surprises) and unsafe secrets; ○ Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. ○ Identify how inappropriate touch can make someone feel; ○ Understand that there are unsafe secrets and secrets that are nice surprises; ○ Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Rights and Responsibilities	<p>PSED ELG: Making Relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>PSED ELG: Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>PSED ELG: Self Confidence and Self Awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk</p>	<ul style="list-style-type: none"> ○ Recognise the importance of regular hygiene routines; ○ Sequence personal hygiene routines into a logical order. ○ Identify what they like about the school environment; ○ Recognise who cares for and looks after the school environment. ○ Demonstrate responsibility in looking after something (e.g. a class pet or plant); ○ Explain the importance of looking after things that belong to themselves or to others. ○ Explain where people get money from; ○ List some of the things that money may be spent on in a family home. ○ Recognise that different notes and coins have different monetary value; ○ Explain the importance of keeping money safe; ○ Identify safe places to keep money; 	<ul style="list-style-type: none"> ○ Describe and record strategies for getting on with others in the classroom. ○ Explain, and be able to use, strategies for dealing with impulsive behaviour. ○ Identify special people in the school and community who can help to keep them safe; ○ Know how to ask for help. ○ Identify what they like about the school environment; ○ Identify any problems with the school environment (e.g. things needing repair); ○ Make suggestions for improving the school environment; ○ Recognise that they all have a responsibility for helping to look after the school environment. ○ Understand that people have choices about what they do with their money; ○ Know that money can be saved for a use at a future time; ○ Explain how they might feel when they spend money on different things.

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	<p>about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Mathematics ELG Shape, Space and Measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<ul style="list-style-type: none"> ○ Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it) 	<ul style="list-style-type: none"> ○ Recognise that money can be spent on items which are essential or non-essential; ○ Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
<p>Being My Best</p>	<p>Physical Development: ELG: Health and Self Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> ○ Recognise the importance of fruit and vegetables in their daily diet; ○ Know that eating at least five portions of vegetables and fruit a day helps to maintain health. ○ Recognise that they may have different tastes in food to others; ○ Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; ○ Recognise which foods we need to eat more of and which we need to eat less of to be healthy. ○ Understand how diseases can spread; ○ Recognise and use simple strategies for preventing the spread of diseases. ○ Recognise that learning a new skill requires practice and the opportunity to fail, safely; ○ Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. ○ Demonstrate attentive listening skills; ○ Suggest simple strategies for resolving conflict situations; ○ Give and receive positive feedback, and experience how this makes them feel. 	<ul style="list-style-type: none"> ○ Explain the stages of the learning line showing an understanding of the learning process; ○ Suggest phrases and words of encouragement to give someone who is learning something new; ○ Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning ○ Understand and give examples of things they can choose themselves and things that others choose for them; ○ Explain things that they like and dislike, and understand that they have choices about these things; ○ Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. ○ Explain how germs can be spread; ○ Describe simple hygiene routines such as hand washing; ○ Understand that vaccinations can help to prevent certain illnesses. ○ Explain the importance of good dental hygiene;

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		<ul style="list-style-type: none"> ○ Recognise how a person's behaviour (including their own) can affect other people. 	<ul style="list-style-type: none"> ○ Describe simple dental hygiene routines. ○ Understand that the body gets energy from food, water and oxygen; ○ Recognise that exercise and sleep are important to health ○ Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); ○ Describe how food, water and air get into the body and blood.
<p>Growing and Changing</p>	<p>Physical Development: ELG: Health and Self Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Understanding of The World ELG: The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Understanding of The World ELG: People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know</p>	<ul style="list-style-type: none"> ○ Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ○ Understand and explain the simple bodily processes associated with them. ○ Understand some of the tasks required to look after a baby; ○ Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. ○ Identify things they could do as a baby, a toddler and can do now; ○ Identify the people who help/helped them at those different stages. ○ Explain the difference between teasing and bullying; ○ Give examples of what they can do if they experience or witness bullying; ○ Say who they could get help from in a bullying situation. ○ Explain the difference between a secret and a nice surprise; ○ Identify situations as being secrets or surprises; ○ Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 	<ul style="list-style-type: none"> ○ Demonstrate simple ways of giving positive feedback to others. ○ Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. ○ Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); ○ Understand and describe some of the things that people are capable of at these different stages. ○ Identify which parts of the human body are private; ○ Understand that humans mostly have the same body parts but that they can look different from person to person. ○ Explain what privacy means; ○ Know that you are not allowed to touch someone's private belongings without their permission; ○ Give examples of different types of private information.

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	about similarities and differences between themselves and others, and among families, communities and traditions.	<ul style="list-style-type: none">○ Identify parts of the body that are private;○ Describe ways in which private parts can be kept private;○ Identify people they can talk to about their private parts.	
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