PSHE

Curriculum progression Map

Level expected at the end of EYFS - We have selected the Early Learning Goals that link most closely to the PSHE National Curriculum.

Personal, social and emotional development (Self-Regulation) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Personal, Social and Emotional Development (Managing Self)** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Personal, Social and Emotional Development (Building Relationships)** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	**Understanding the World (People, Culture and Communities)** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Government Guidance

SMSC, Personal development and Behaviour and Attitude

All schools must show how well they support the children's spiritual, moral, social and cultural (SMSC) development, including British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of school inspections. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional well being in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

Safeguarding

The statutory guidance on safeguarding for children in schools and colleges requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in guidance Inspecting Safeguarding In Early Years, Education and Skills Settings, including:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Peer-on-peer abuse, such as sexual violence and harassment
- Radicalisation and/or extremist behaviour
- Risks linked to using technology and social media, including online bullying, the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- Substance misuse
- Domestic abuse
- Female genital mutilation
- Forced marriage
- Poor parenting

Curriculum

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the National Curriculum Framework states that all schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory Programme of Study for Citizenship as KS1 and KS2.

The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is important and necessary part of all pupils education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

Schools should seek to use PSHE education to build, where appropriate, on statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: dug education, financial education. Sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Two key aspects of PSHE education, Relationships Education and Health Education, will be compulsory in all primary schools from 2020.

The PSHE association programme of study is based on three core themes within which there is a broad overlap and flexibility. These themes are Health and Well being, Relationships and Living in the Wider World.

Physical Health and Mental Wellbeing Statutory Guidance
By the end of primary school

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, 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.
- that others' families, 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.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	
Being safe Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	**Internet safety and harms** Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing 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. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Mental wellbeing Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important	**Physical health and fitness** Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise 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, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Healthy eating Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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 and tobacco Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	**Health and prevention** Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	**Changing adolescent body** Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Learning Outcomes and Core Themes in line with the DfE statutory requirements for Relationships and Health Education and SCARF PSHE scheme of work			
DfE topics and related codes:			
Relationships Education	**Code**	**Health Education**	**Code**
Families and people who care for me	**FPC**	Mental wellbeing	**MW**
Caring friendships	**CF**	Internet safety and harms	**ISH**
Respectful relationships	**RR**	Physical health and fitness	**PHF**
Online relationships	**OR**	Healthy eating	**HE**
Being safe	**BS**	Drugs, alcohol and tobacco	**DAT**
		Health and prevention	**HP**
		Basic first aid	**BFA**
		Changing adolescent body	**CAB**

Families and people who care for me (FPC)	1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents 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 (CF)	1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

	6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Being safe (BS)	1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
Mental wellbeing (MW)	1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom 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. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms (ISH)	1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing 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. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise 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, vigorous exercise. 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.
Healthy eating (HE)	1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. 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 and tobacco (DAT)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	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 good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including 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 hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

Scarf Units	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respects	Being My Best	Growing and Changing
Learning Intentions across the units	Children will be able to: • Talk about similarities and differences; • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; Identify ways to help others or themselves if they are sad or worried.	Children will be able to: • Be sensitive towards others and celebrate what makes each person unique; • Recognise that we can have things in common with others; • Use speaking and listening skills to learn about the lives of their peers; • Know the importance of showing care and kindness towards others; • Demonstrate skills in building friendships and cooperation.	Children will be able to: • Talk about how to keep their bodies healthy and safe; • Name ways to stay safe around medicines; • Know how to stay safe in their home, classroom and outside; • Know age-appropriate ways to stay safe online; • Name adults in their lives and those in their community who keep them safe.	Children will be able to: • Understand that they can make a difference; • Identify how they can care for their home, school and special people; • Talk about how they can make an impact on the natural world; • Talk about similarities and differences between themselves; • Demonstrate building relationships with friends.	Children will be able to: • Feel resilient and confident in their learning; • Name and discuss different types of feelings and emotions; • Learn and use strategies or skills in approaching challenges; • Understand that they can make healthy choices; • Name and recognise how healthy choices can keep us well.	Children will be able to: • Understand that there are changes in nature and humans; • Name the different stages in childhood and growing up; • Understand that babies are made by a man and a woman; • Use the correct vocabulary when naming the different parts of the body; • Know how to keep themselves safe.
Year R Topics	**Autumn 1** All About Me	**Autumn 2** Autumn When I Grow Up Christmas	**Spring 1** Winter In the Past	**Spring 2** Paddington Spring Easter	**Summer 1** Spectacular Stories	**Summer 2** Under the Sea Summer
SCARF Topics	**Me and My Relationships**	**Valuing Difference**	**Keeping Safe**	**Rights and Respects**	**Being My Best**	**Growing and Changing**
	All about me FPC1, FPC3, RR1, RR4, RR5, CF1 **What makes me special** FPC1, FPC3, RR1, RR3, RR4 **Me and my special people** FPC1, FPC2, FPC3, CF1, RR1 **Who can help me?**	**I'm special, you're special** RR1, RR4 **Same and different** CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3 **Same and different families** FPC1, FPC2, FPC3, FPC4, RR1 **Same and different homes**	**What's safe to go into my body** MW3, HP4, HP5, BS5 **Keeping myself safe- what's safe to go into my body (including medicines)** HE3, HP3, PHF4, DAT1 **Safe indoors and outdoors** FPC1, BS5 **Listening to my**	**Looking after my special people** FPC1, FPC2, FPC3, FPC4 **Looking after me friends** CF1, CF2, CF3, RR1, RR8, BS6 **Being helpful at home and caring for our classroom** RR2, RR3 **Caring for our world**	**Bouncing back when things go wrong** MW2, MW3, CF2, RR2 **Yes, I can!** MW2, MW3, CF2 **Healthy eating (1)** HE1, HE2 **Healthy eating (2)** HE1 **Move your body** PHF2, HE1, HP3, HP4, HP5	**Seasons** CAB1 **Life stages – plants, animals, humans** CAB1 **Life stages – Human life stage –who will I be?** FPC2, FPC3, FPC4, FPC5, CAB1, BS3 **Where do babies come from?**

	FPC1, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9 **My feelings** FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5 **My feelings (2)** MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6	RR1, RR3 **Kind and caring** CF2, CF3, RR2, RR3 **Kind and caring (2)** CF1, CF2, CF3, RR1, RR2, RR3	**feelings (1)** BS3, BS5, BS6, BS7 RR8 **Keeping Safe online** OR3, BS2, BS5, BS6 **People who keep me safe** FPC2, FPC6, BS4, BS5, BS6, BS8	FPC1, RR3 **Looking after money (1)** **Looking after money (2)**	**A good night's sleep** HP3, HP4, HP5	FPC1, FPC3, FPC4, RR1, CAB1 **Getting bigger** FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3 **Me and my body-girls and boys** BS2, BS3, BS7, RR7, RR8
Year 1 Topics	**Autumn 1** Pirates	**Autumn 2** It's a Wonderful World	**Spring 1** Space	**Spring 2** Castles	**Summer 1** One Upon a time …	**Summer 2** Farms
SCARF Topics	**Me and My Relationships**	**Valuing Difference**	**Keeping Safe**	**Rights and Respects**	**Being My Best**	**Growing and Changing**
	Why we have classroom rules RR2, RR3 **How are you listening?** RR1, CF2, CF4, CF5 **Think about feelings** BS5, MW2, MW3, MW4, MW7 **Our feelings** BS5, MW1, MW2, MW3, MW4, MW7 **Feelings and bodies** MW2, MW3, MW6, MW7 **Good friends** CF1, CF2, CF3	**Same or different?** FPC3, FPC4, RR1, RR2 **Unkind, tease, bully?** CF2, CF3, CF4, RR5, RR6, MW8 **Harold's school rules** RR3, RR5, BS1 **It's not fair!** CF2, CF3, CF4, RR2, RR3 **Who are our special people?** FPC1, FPC2, FPC3, FPC4, MW6 **Our special people balloons** FPC3, FPC4	**Super sleep** HP3 **Who can help? (1)** FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 **Good or bad touches?** FPC6, RR8, BS1, BS2, BS5, BS7, BS8 **Sharing pictures4** RR8,OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7 **What could Harold do?** DAT1 **Harold loses Geoffrey** MW2	**Harold has a bad day** CF2, CF4, RR2, RR3, RR5 **Around and about the school** Wider PSHE curriculum (not covered by DfE statutory requirements) **Taking care of something** RR5 **Harold's money** Wider PSHE curriculum (not covered by DfE statutory requirements) **How should we look after our money?** Wider PSHE curriculum (not covered by DfE statutory requirements) **Basic first aid** BFA1, BFA2	**I can eat a rainbow** HE1, HE2, HE3 **Eat well** HE1, HE2, HE3 **Harold's wash and brush up** HP4, HP5 Catch it! Bin it! Kill it! HP5 **Harold leans to ride his bike** Wider PSHE curriculum (not covered by DfE statutory requirements) **Pass on the praise!** CF2, CF5, RR1, RR3, RR5 **Inside my wonderful body**! PHF4	**Healthy me** PHF1, PHF3, HP3, HP4 **Then and now** CAB1 **Taking care of a baby** FPC2, CAB1 **Who can help? (2)** FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 **Surprises and secrets** FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8 **Keeping privates private** BS3, BS7

Year 2 Topics	**Autumn 1** It's Good To Be Me	**Autumn 2** Poles Apart	**Spring 1** The Great Fire	**Spring 2** Twisted Tales	**Summer 1** Come outside	**Summer 2** Summer Fun
SCARF Topics	**Me and My Relationships**	**Valuing Difference**	**Keeping Safe**	**Rights and Respects**	**Being My Best**	**Growing and Changing**
	Our ideal classroom (2) RR2 **Our ideal classroom (1)** RR3 **How are you feeling today?** MW2, MW3 **Let's all be happy** MW2, MW9 **Being a good friend** CF1, CF2, CF3 **Types of bullying** RR5, RR6 **Don't do that!** RR5, RR6 **Bullying or teasing** RR5, RR6	**What makes us who we are?** RR1, RR2 **My special people** FPC1, FPC2, FPC3, FPC4 **How do we make others feel?** RR2, MW3 **When someone is feeling left out** CF3, MW7 **An act of kindness** CF3, RR2, RR3, MW3 **Solve the problem** CF4, CF5	**Harold's picnic** MW3, MW5, DAT1 **How safe would you feel?** BS1, BS3, BS5 **What should Harold say?** BS1, BS3, BS4 **I don't like that!** BS3, BS4, MW2, RR8 **Fun or not?** BS1, BS3, BS5 **Should I tell?** BS1, BS2, BS3, BS5	**Getting on with others** CF5, RR3, RR5, RR6 **When I feel like erupting** MW3, MW4 **Feeling safe** BS6, BS7, BS8 **Playing games** OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7 **Harold saves for something special** Wider PSHE curriculum (not covered by DfE statutory requirements) **Harold goes camping** Wider PSHE curriculum (not covered by DfE statutory requirements) **How can we look after our environment?** Wider PSHE curriculum (not covered by DfE statutory requirements)	**You can do it!** Wider PSHE curriculum (not covered by DfE statutory requirements) **My day** MW3, PHF2, HE1 **Harold's postcard- helping us to keep clean and healthy** HP5, HP6 **Harold's bathroom** HP4 **What does my body do?** Wider PSHE curriculum (not covered by DfE statutory requirements) **My body needs …** PHF1, HE1, HP3 **Basic first aid** BFA1, BFA2	**A helping hand** CF3 **Sam moves house** MW2 **Haven't you grown?** CAB1 **My body, your body** BS2, CAB1 **Respecting privates** BS2 **Some secrets should never be kept** BS1, BS2, BS3, BS4, MW2
Extra-curricular	Friendship week Mental well being	Children in need Shoe box appeal Wish for the world assembly	Disability day Red nose day			Leaver's assembly