

PSHE knowledge progression overview

The relationship Education, Relationships and Sex Education and Health Education Statutory Guidance says that 'Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum'.

The Personal, Social, Health and Economic Education Guidance February 2020 says that, 'To allow teachers the flexibility to deliver high quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription'.

A PSHE education is defined as:

'...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

Intent

At Manor Park Infant School and Nursery, we believe that nurturing happy and healthy children is central to every aspect of their learning and development. We believe that PSHE offers our children opportunities to develop the knowledge, skills as they need to manage their lives. As part of a whole school approach PSHE develops qualities and attributes children's needs to thrive as individuals and their wider community. It aims to help children understand how they are developing personally, socially and emotionally and explore a range of attitudes, and values. At Manor Park PSHE provides children with a safe learning environment, to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world today.

Implementation

Our PSHE runs through all that we do at Manor Park. Staff focus on the wellbeing of children and allow opportunities in every aspect of the curriculum to discuss wellbeing, health, safety and emotions where possible. Staff swiftly respond to the needs of children and ensure additions to planning and timetables to accommodate, individuals, group and class needs.

Staff use the EYFS Framework (2021) to plan and deliver the PSED curriculum alongside SCARF programme as well as through topics in all areas of learning. Children work towards a series of Early learning Goals which should be achieved by the end of Reception. In addition, practitioners use the Development Matters Framework to implement and assess PSED.

EYFS PSED Development Matters

Personal, Social, Emotional Development: Making Relationships

Children play co-operatively, 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.

Personal, Social, Emotional Development: 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 the ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.

Personal, Social, Emotional Development: Managing Feelings and Behaviour

Children talk about how and others show feelings, talk about their own and other's 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.

Personal, Social, Emotional Development: Health and Self-Care

Children know the importance for good health, physical exercise and a healthy diet. They 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.

Learning intentions and teaching activities are taught from the PSHE 'SCARF' programme in key stage 1.

Me and My Relationships

Valuing Differences

Keeping Safe

Rights and Respect

Being my Best

Growing and Changing

Other PSHE objectives are taught through cross curricular lessons, such as science, RE, PE and topic. Weekly assemblies introduce and discuss topics including the programme of study from SCARF. Please refer to the assembly timetable below detailing the topics and themes.

Impact

At Manor Park we believe that meaningful PSHE curriculum is key to children becoming confident, and well-rounded individuals as they grow in to adults. Children can approach a range of real-life situations and apply their skills and attributes to help them navigate themselves through modern life. From a Range of global issues and problems, children can build up tolerance and a sense of responsibility of being a citizen. From engagement with a variety of the SCARF curriculum children can understand the different lifestyles that people live and be respectful and tolerant towards others.

PSHE Knowledge Progression Overview

Coverage and progression	F1	F2	Year 1	Year 2
<p>Scarf Theme: Me and my relationships</p> <p>School values: Respect Kind Ready Safe High expectations Team work Communication Perseverance Concentration Curiosity Creativity Independence</p>	<p>Marvellous me! I'm special People who are special to me</p> <p>Know how to share my feelings with others</p> <p>Know and name the important people in my life people</p> <p>I know what my strengths are (what I'm good at and what I enjoy)</p>	<p>All about me What makes me special Me and my special people Who can help me? My feelings</p> <p>Know how to be sensitive to the differences of others</p> <p>Know and name people who help me and describe ways to help others</p> <p>Know and name feelings and what can cause them</p> <p>Know which trusted adults I can ask for help.</p> <p>Know how to help a friend if they are worried or sad.</p>	<p>Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends</p> <p>Know and name a variety of different feelings and explain how these might make me behave.</p> <p>Know different ways of dealing with 'not so good' feelings. know when I need help and who to go to for help.</p> <p>Know some different classroom rules.</p>	<p>Our ideal classroom How are you feeling today? Let's all be happy Being a good friend Types of bullying Don't do that! Bullying or teasing</p> <p>Know some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>Know rules that will help to keep us happy and friendly and what will help me keep to these rules.</p> <p>Know classroom rules we have made together.</p> <p>Know what makes a good friend and also tell you how I try to be a good friend.</p> <p>Know how I can express my feelings in a safe, controlled way.</p>
Vocabulary		<p>Special practice effort same different</p>	<p>Friends, help, rules, family, hurt, safe, feelings, listen.</p>	<p>Feelings, happy, teasing, bullied, care, repeated, bullying.</p>

Coverage and progression	F1	F2	Year 1	Year 2
Scarf Theme: Valuing difference School values: Respect Kind Ready Safe High expectations Team work Communication Perseverance Concentration Curiosity Creativity Independence	Me and my friends Friends and Family Including everyone Know I am the same or different to my friend. Know something good about being different. Know how to be kind and help my friends.	I'm special you're special Same and different Same and different families Same and different homes I am caring I am a friend Know how to celebrate differences. Know how to talk about my friendly life. Know how to listen and be polite to what others tell me about their lives. Know how to be caring and helpful to others. Know what good listening looks like.	Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons Know which people are similar as well as different. Know why things sometimes seem unfair, even if they are not.	What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem Know how I can help myself if I was being left out. Know what good listening skills are and explain why listening skills help to understand a different point of view.
Vocabulary			Respect, feelings, different, safe, bully, fair, rules, special people, tease, similar, same kind.	Unique, calm, point of view, behaviour, listening, feelings, helpful, problem, unkind, respect, different, arguments, kindness, listen, special people.

Coverage and progression	F1	F2	Year 1	Year 2
Scarf theme: Keeping safe School values: Respect Kind Ready Safe High expectations Team work Communication Perseverance Concentration Curiosity Creativity Independence	People who help me and keep me safe. Safety indoors and outdoors. What's safe to go into my body. Know who I can ask for help. Know some dangers and how I keep myself safe from them. Know what is safe and unsafe for me to touch and use	Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe. Know what my body needs to stay healthy. Know safe decisions around medicines. Know some things that can be dangerous inside and outside. Know what is safe to play online and who to talk to if I feel worried. Know and name adults who keep me safe and when I might need their help.	Sharing pictures What could Harold do? Harold loses Geoffrey Know what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). Know how I can keep myself healthy. Know what medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	What should Harold say? I don't like that? Fun or not? Should I tell? Know that there are safe and unsafe secrets and I can think of safe people who can help if something feels wrong. Know what touches are ok or not ok (even if they haven't happened to me) know a safe person to tell if I felt 'not OK' about something.
Vocabulary			Air, sleep, exercise, stop, unsafe, share, nervous, internet, medicine, uncomfortable, body, feelings, food, water, safe, healthy, private, worried, scared.	Medicines, feelings, tell, safe, touch, worried, secret, surprise, unsafe, private, uncomfortable, someone you trust.
Coverage and Progression	F1	F2	Year 1	Year 2
Scarf theme: Rights and respect School values: Respect Kind Ready Safe High expectations Team work	Looking after myself Looking after others Looking after my environment	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world	Harold had a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special

Communication Perseverance Concentration Curiosity Creativity Independence	<p>Know some healthy choices.</p> <p>Know how to help my family and friends.</p> <p>Know to make caring choices for my world.</p>	<p>Looking after money</p> <p>Know how to help my family.</p> <p>Know how to help clean and tidy my home and classroom.</p> <p>Know some ways to look after my world.</p> <p>Know how to be kind to friends and others. Talk about looking after money.</p>	<p>Know how I can look after myself and my environment - at school or at home.</p> <p>Know some ways that we look after money.</p>	<p>How can we look after our environment?</p> <p>Know when I've used some of these ideas to help me when I am not settled.</p>
Vocabulary			Clean, environment, routine, first aid, spending, litter, risk, responsibility, danger, safe, help, money, saving, environment, look, after, responsible.	Share, listen, calm, erupt, control, ask for help, unsettled, home, school, feelings.
Coverage and progression	F1	F2	Year 1	Year 2
Scarf theme: Being my best School values: Respect Kind Ready Safe High expectations Team work Communication Perseverance Concentration Curiosity Creativity Independence	<p>What does my body need? I can keep trying I can do it!</p> <p>Know how to choose a healthy snack and activity.</p> <p>Know I can keep trying.</p> <p>Know how to listen to my friends and take turns.</p>	<p>Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p> <p>Know that I can keep trying if the way I choose doesn't work.</p> <p>Know and talk about the different types of feelings we have.</p>	<p>I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body</p> <p>Know and name a few different ideas of what I can do if I find something difficult.</p> <p>Know why certain foods are healthy and why it's important to eat at</p>	<p>You can do it! My day Helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs... Basic first aid</p> <p>Know and name different parts of my body that are inside me and help to turn food into energy.</p> <p>know what I need to get energy.</p>

		<p>Know to have a go at something new.</p> <p>Know how to make my own healthy food choices.</p> <p>Know I can make healthy sleep and exercise choices.</p>	<p>least five portions of vegetables/fruit a day.</p>	<p>Know and explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>
Vocabulary			<p>Starchy, dairy, protein, sugar, practise, fruit, difficult, learning, make mistakes, hygiene, cereal, bread, spread, try, water, energy, help, healthy, support, vitamins, vegetables, germs.</p>	<p>Achieve, germs, injection, rest, choices, brain, soap, vaccination, choose, water, large intestine, healthy lungs, stomach, energy, learn, food, small intestine, exercise, oxygen, teeth.</p>
Coverage and progression	F1	F2	Year 1	Year 2
<p>Scarf theme: Growing and changing</p> <p>School values: Respect Kind Ready Safe High expectations Team work Communication Perseverance Concentration Curiosity Creativity Independence</p>	<p>Growing and changing in nature When I was a baby Girls, boys and families</p> <p>Know and describe the different seasons.</p> <p>Know and talk about how babies and animals grow.</p> <p>Know how boys and girls can be different or the same.</p>	<p>Seasons Life stages – plants, animals humans Life stages: Human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys.</p> <p>Know and describe the life cycle of an animal.</p> <p>Know and describe how a baby grows to an adult and what they may need.</p> <p>Know some things about how babies are made.</p>	<p>Health me Then and now Taking care of a baby Who can help? Surprises and secrets Keeping privates private</p> <p>Know an adult I can talk to at both home and school if I need help.</p> <p>Know some things I can do now that I couldn't do when I was a toddler.</p> <p>Know what some of my body parts do.</p>	<p>A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept</p> <p>Know who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>Know how it feels when you have to say goodbye to someone or something (e.g. move house).</p>

		<p>Know the scientific names for my body parts.</p> <p>Know and tell you the PANTS rule.</p>		<p>Know how to give feedback to someone.</p>
Vocabulary			<p>Adult, heart, brain, stomach, trusted, growing, lungs, vulva, penis, learning.</p>	<p>Supportive, loss, change, nipples, food, feelings, help, forward, growing, penis, care, goodbye, learning, safe, upset vulva.</p>