



Sherborne St John C of E Primary School

PSHE Overview

PSHE is a non-statutory subject however at Sherborne St John C of E Primary School; we believe it is fundamental to the development of the whole child. In order to provide the children with the knowledge, skills and understanding they need to be well-rounded young people, ready to play an active role in society, we have chosen to follow the SCARF scheme of work. The progression of key learning, including knowledge and skills, is outlined below for each year group. Every year, all children participate in an additional SCARF workshop, led by a member of the SCARF team. The themes of the workshops include: All about me, My wonderful body, Feelings, Meet the Brain, It's Great to be Me, Friends and Decisions.

Year Group: Reception	Autumn		Spring		Summer	
SCARF Theme	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Key Learning	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.
Vocabulary	Special, Family, Feelings, Practice, Favourite, Help, Friends, Happy, Effort, Same, Sad, Different,	Special, Same, Kind, New friend, Likes, Different, Kindness, Friendship, Dislikes, Kind, Family,	Keep clean, Sleep, Safe, Water, Unsafe, Food, Detective, Tummy, Feelings,	Family, Friends, Working together, Environment, Money, Look after, Responsibility, Litter,	Bounce back, Try, Food, Exercise, Routine, Encourage, Try again, Energy, Exercise, Heart,	Seasons, spring, summer, autumn, winter, cycle, growing, life cycle, egg, seed,



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	Emojis, Kind, Helpful	Home, Favourite, Unkind	Fresh air, Uncomfortable, Cuddle, Medicine, Chemist, Doctor, Grown up, Worried, Tell, Adult, Trust, Address	Shop, Save, Help each other, Helpful, Electricity, Buy, Safe place, Be alone, Caring, Pollution, Cost, Recycling, Pay	Calm, Grow, Sleep, Muscles, Healthy, Wash, Fruit, Healthy, Vegetable, Dairy	baby, grow, change, old, young, child, teenager, adult, old age
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Year Group: Year 1	Autumn		Spring		Summer	
SCARF Theme	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Key Learning	<p>Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction</p>	<p>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. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p>	<p>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. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted</p>	<p>Recognise how a person's behaviour (including their own) can affect other people. 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</p>	<p>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 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. Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.</p>	<p>Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. 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. 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</p>



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	<p>in our body (e.g. butterflies in the tummy etc.).</p> <p>Identify a range of feelings;</p> <p>Identify how feelings might make us behave;</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Recognise that people's bodies and feelings can be hurt;</p> <p>Suggest ways of dealing with different kinds of hurt.</p> <p>Identify simple qualities of friendship;</p> <p>Suggest simple strategies for making up.</p>	<p>Identify some of the people who are special to them;</p> <p>Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise that they belong to various groups and communities such as their family;</p> <p>Explain how these people help us and we can also help them to help us.</p>	<p>touch;</p> <p>Start thinking about who they trust and who they can ask for help.</p> <p>Start thinking about how to stay safe online, including safety around sharing images;</p> <p>Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety about medicines and their use.</p> <p>Recognise the range of feelings that are associated with loss.</p>	<p>notes and coins have different monetary value;</p> <p>Explain the importance of keeping money safe;</p> <p>Identify safe places to keep money;</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>Understand how diseases can spread;</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</p> <p>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p> <p>Demonstrate attentive listening skills;</p> <p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p>	<p>experience or witness bullying;</p> <p>Say who they could get help from in a bullying situation.</p> <p>Explain the difference between a secret and a nice surprise;</p> <p>Identify situations as being secrets or surprises;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Identify parts of the body that are private;</p> <p>Describe ways in which private parts can be kept private;</p> <p>Identify people they can talk to about their private parts.</p>
Vocabulary	<p>Rules, listening, feelings, hurt, friendship, safe, body language, behaviour, help, making up, responsibility, emotions, feelings, work together, safe, heal, support</p>	<p>Same, unkind, rules, fair, special people, family, different, unkindness, safe, unfair, qualities, special people, difference, tease, fair, kind, feelings, Respect, teasing, bullying, behaviour</p>	<p>Sleep, feelings, private, consent, medicine, rest, worried, trust, entertainment, safe, emotions, grow, nervous, privates, donating, harmful, loss, tired, scared, risks, responsibility, lost, support, harmful, unsafe</p>	<p>Behaviour, environment, needs, money, first aid, consequences, responsibility, cost, bank, risk, special person, bills, coin, accident, promise, rules, spending, note, danger, afford, worth, hazard, saving,</p>	<p>Starchy, healthy, hygiene, germs, praise, dairy, fruit, routine, disease, support, protein, vegetables, clean, feedback, confidence, encourage, vegetables, meat, achievement, vitamins, sugar, Portion, salt, cereal</p>	<p>Energy, change, caring, unkind, surprise, food, growing, love, unkindness, secret, water, size, attention, tease, uncomfortable, air, height, needs, teasing, oxygen, help, exercise, bullying, sleep, witness, healthy,</p>



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Year Group: Year 2	Autumn		Spring		Summer	
SCARF Theme	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Key Learning	<p>Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. The conventions of courtesy and manners. 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. 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. Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends</p>	<p>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</p>	<p>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 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</p>	<p>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 keep them safe; Know how to ask for help. Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried. 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</p>	<p>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.</p>	<p>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 our body are private; Explain that our genitals help us make babies when we are older; Understand that we mostly have the same body parts but how they look is different from person to person. Explain what privacy means; Know that you are not allowed to touch</p>



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	<p>care for each other. Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Understand and describe strategies for dealing with bullying: Rehearse and demonstrate some of these strategies. 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.</p>	<p>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); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>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. 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.</p>	<p>feel when they spend money on different things. 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 might do this. 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.</p>	<p>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; Describe simple dental hygiene routines. 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. Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health.</p>	<p>someone's private belongings without their permission; Give examples of different types of private information. 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.</p>
Vocabulary	<p>Happy, rules, feelings, friendly, bullying, safe, showing feelings, help, friendship, teasing, caring, don't do that</p>	<p>Unique, special, people, feelings, kind, listening, respect, help, behaviour, cooperate, kindness, calm, unkind, listen, aggressive</p>	<p>Sleep, safe, safe touch, surprise, Medicines, unsafe, feelings, hurt, secret, Safety, uncomfortable, worried, getting help</p>	<p>Responsibility, feelings, safe, gamer, money, environment, help, control, unsafe, personal information, spending, responsibility,</p>	<p>Practice, choose, vaccination, teeth, brain, oxygen, encourage, choices, injection, dental, heart, water, goal, healthy,</p>	<p>Help, change, growing, support, loss, food, supportive, feelings, rest, emotions, sleep, frightened, care, nervous, learning,</p>



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				share, erupt, uniform, internet, saving	disease, hygiene, lungs, food, achieve, unhealthy, hygiene, stomach, exercise, Challenge, germs, small intestine, rest, large intestine, food, water	change, forward looking, making choices, asking permission
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Year Group: Year 3 and 4 (Two Year Cycle)	Autumn		Spring		Summer	
SCARF Theme	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing

Cycle A (SCARF Y3 Scheme)						
Key Learning	<p>Explain why we have rules;</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities;</p> <p>Suggest appropriate rules for a range of settings;</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Identify people who they have a special relationship with;</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Rehearse and demonstrate simple</p>	<p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a</p>	<p>Identify situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two;</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations;</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Evaluate the validity of statements relating to online safety;</p>	<p>Identify key people who are responsible for them to stay safe and healthy;</p> <p>Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion';</p> <p>Understand how an event can be perceived from different viewpoints;</p> <p>Plan, draft and publish a recount using the appropriate language.</p> <p>Define what a volunteer is;</p> <p>Identify people who are volunteers in the school community;</p> <p>Recognise some of the</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</p> <p>Explain what is meant by the term 'balanced diet';</p> <p>Give examples what foods might make up a healthy balanced meal.</p> <p>Explain how some infectious illnesses are spread from one person to another;</p> <p>Explain how simple hygiene routines can help to</p>	<p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to</p>



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	<p>strategies for resolving given conflict situations. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions. 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. 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</p>	<p>community, in particular the benefit to mental health and wellbeing. 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. 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</p>	<p>Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions.</p>	<p>reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. 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 them; 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, level of responsibility etc.).</p>	<p>reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); Describe how food, water and air get into the body and blood. 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; 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;</p>	<p>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. 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.</p>
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	the situation.	some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.			Explain why some groups of people are not represented as much on television/in the media. 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.	
Vocabulary	Rules, friendship, conflict, cooperate, strategies, continuum, dare, responsibility, safety, falling out, point of view, collaborate, opinions, persuade, care, making up, calm, respectful, feelings, loss, compromise, apologise, courteous, listen, challenging	Respect, family, community, similarities, prejudice, cooperation, adoption, belonging, differences, disability, listening skills, fostering, identity, name calling, gender, politeness, same-sex couple, bullying, race, courtesy, blended family, colour, manners, sexuality	Trust, danger, dangerous, medicines, decisions, safe, risk (risky), safer browsing, drugs, unsafe, feelings, phishing, harmful, cigarettes, strategies, search engine, helpful, nicotine, consequence, fake news, instructions, alcohol, internet safety	Helper, fact, volunteer, income, earning, environment, responsibility, responsible, opinion, wellbeing, saving, income, waste, environment, safe, spending, healthy	balanced diet, infection, intestine, debate, goals, goal-setting, collaboration, proteins, cleanliness, vessels, discussion, ambitions, talents, cooperation, muscles, hygiene, veins, continuum, improve, skills, teamwork, dairy, rest, arteries, courteous, achieve, intelligence, teeth, sleep, lungs, respectful, bones, water, liver, justify, starchy, carbohydrates, medicine, energy, drug, fruit & veg, dose	Relationships, personal space, internet safety, secret, positive, body, private, surprise, healthy, invade, public, feelings, trust, uncomfortable, profile, uncomfortable, caring, stop, personal information, angry, respect, upset, touch, jealous, worried, excited, scared, talk
Cycle B (SCARF Year 4 Scheme)						
Key Learning	Demonstrate strategies for working on a collaborative task;	Define the terms 'negotiation' and 'compromise';	Define the terms 'danger', 'risk' and 'hazard' and explain the	Explain how different people in the school and local community help	Identify ways in which everyone is unique; Appreciate their own	Describe some of the changes that happen to people during their



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	<p>Define successful qualities of teamwork and collaboration. 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. 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. 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. Give examples of strategies to respond to being bullied, including what people can do and say;</p>	<p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. 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. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media. Recognise that they have different types of relationships with</p>	<p>difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. 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. Identify images that are safe/unsafe to share online; Know and explain strategies for safe online</p>	<p>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 need to respect the rights of other; Identify some rights and also need to respect the rights of others that come with these rights. 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); Recognise that everyone can make a difference within a democratic process. Define the word influence; Recognise that reports</p>	<p>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 balanced 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);</p>	<p>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; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; 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</p>
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	<p>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>	<p>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. 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.</p>	<p>sharing; Understand and explain the implications of sharing images online without consent. 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;</p>	<p>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. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.</p>	<p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios. Identify qualities and attributes of people who support the school community.</p>	<p>made them feel uncomfortable or unsafe. 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.</p>
Vocabulary	<p>Collaborate, positive, healthy, relationship, friendly, feelings, facial expressions, unkind, collaboration, respect, rude, physical effects, physical effects, body language, tease,</p>	<p>Negotiation, aggressive, similarities, stereotype, sharing, body space, compromise, apologise, differences, acquaintances, invade, respect</p>	<p>Danger, dare, persevere, influence, privacy, medicine, choices, privacy, dangerous, assertive, consequences, privacy, settings, drug, social norm, personal</p>	<p>being responsible, safe, rules, influence, anti-social behaviour, income, income tax, environment, reliable, healthy, democracy, opinion, witness, expenditure, national</p>	<p>Individual, choices, balanced diet, refuse, community, unique, wellbeing, reduce, mental health, re-use, rot, recycle, repair, re-think</p>	<p>Secret, marriage, surprise, live together, uncomfortable, feelings, civil partnership, forced marriage, practice</p>



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	collaborative, responsibilities, aggressive, sad, bully, teamwork, qualities, consequences, unhappy, pressure, excluded, face-to-face, devastated, independent, assertive, miserable, compromise, distressed, negotiate, lonely, ignored, isolated, abandoned, apologetic, regretful, remorseful, rueful, repentant, aching, sore, agonising, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified		information, risk, security, online safety, risky, hazard, hazardous	insurance, conservation, trustworthy, rules, respectful, essential, VAT, laws, courteous, deductions, rights, public services, responsibility, United Nations		
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Year Group: Year 5 and 6 (Two Year Cycle)	Autumn		Spring		Summer	
SCARF Theme	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Cycle A (SCARF Y5 Scheme)	Key Learning Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work	Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. t Rehearse active listening skills;	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	Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing;	Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one	Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not so good feelings, using



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	<p>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. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Identify characteristics of passive, aggressive and assertive</p>	<p>Demonstrate respectfulness in responding to others; Respond appropriately to others. Recognise some of the feelings associated with feeling excluded or 'left out'; Give examples of ways in which people behave when they discriminate against others who are different from them; Understand the importance of respecting others, even when they are different from themselves. 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 that aren't true, sometimes this is so that people will like them; Understand and explain the difference sex, gender identity,</p>	<p>difference between online and face-to-face bullying. Reflect on what information they share offline and online; Recognise that people aren't always who they say they are online; Know how to protect personal information online. 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. 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</p>	<p>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. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. Define the differences between respect, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if duties are not carried out. 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;</p>	<p>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; 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</p>	<p>appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable. 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 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.</p>
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	behaviours; Understand and rehearse assertiveness skills.	gender expression and sexual orientation. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.	reasons for common misperceptions of these.	Suggest advice for a range of situations involving personal finance.	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.	
Vocabulary	Collaborate, negotiation, non-verbal, insensitive, unhealthy, relationship, emotions, assertive, compromise, body language, sensitive, verbal abuse, emotional, passive, conflict, tone of voice, physical abuse, aggressive, resolution, face-to-face, uncomfortable, touching, unsafe	Friendship, listening skills, excluded, prejudice, embarrassed, respect, discrimination, diverse, sexual orientation, biological sex, reactions, listening, prejudice, multicultural society, sexual orientation, consequences, verbal abuse, physical abuse	Bullying, personal information, assessing risk, dare, substance, risk taking, habit, drugs, norms, cyberbullying, privacy settings, pressure, stimulant, assertive, addiction, cigarettes, perception, influence, resist pressure, alcohol, risk taking	Responsibility, fact, voluntary group, rights, costs, borrow, public services, opinion, community group, responsibility, wages, loan, council, biased, pressure (action) group, duties, salaries, credit, vote, unbiased, rent, debit, elections, Fair Trade, interest, councillors	Organs, perseverance, community, independence, personal qualities, body systems, commitment, school, community, responsibility, celebrities, resilience, determination, patience, interpersonal skills	Wellbeing, trust, in confidence, resilience, break a confidence, unwanted attention, confidential, unwanted touch
Cycle B (SCARF Y6 Scheme)						
Key Learning	Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Recognise some of the	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander;	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe	Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that	Identify aspirational goals; Describe the actions needed to set and achieve these. Present information they researched on	Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that



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<p>challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. 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 something they feel uncomfortable about. List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Describe ways in which people show their commitment to each other;</p>	<p>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).</p>	<p>the ease with which something posted online can spread. 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. 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</p>	<p>make up a biased report; Analyse a report 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; Explain what is meant by the term interest. Explain what is meant by living in an</p>	<p>a health and wellbeing issues 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. Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Recognise that some situations can be made less risky e.g. only sharing information with</p>	<p>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. Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive</p>
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	<p>Know the ages at which a person can marry, depending on whether their parents agree. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.</p>	<p>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>	<p>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.</p>	<p>environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way. Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules; Begin to understand the way in which democracy in Britain works. Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules.</p>	<p>someone you trust. 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.</p>	<p>strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.</p>
Vocabulary	<p>Collaboration, negotiation, balanced, friendship, sensitive, assertiveness, marriage, Teamwork, compromise,</p>	<p>Witness, unique, point of view, relationships, stereotype, bystander, diversity, cultural norms, identity, friend, gender, stereotype, biological sex, respect,</p>	<p>social media, privacy, settings, right to privacy, habit, drug, drug laws, alcohol, parental consent, identity theft, sharing</p>	<p>Biased, tax, environmentally sustainable, voluntary group, campaign bid, democracy, unbiased,</p>	<p>Community, aspirations, health, assessing risk, valued, goal setting, wellbeing, weigh up,</p>	<p>body image, media manipulation, peer pressure, change, self-esteem, stereotype, right to privacy,</p>



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	thoughtful, resolution, peer pressure, civil partnership, inappropriate, response, forced marriage, illegal,	prejudice, acquaintance, media, influence, positive feedback, sexual orientation, disrespect, respect, assumption, confidence, gender identity, body language, diversity, self-esteem, empathy, tolerance, stereotype	online, addiction, legal, age restrictions, short-term effects, trolling, secure, permission, illegal, possess, long-term effects, online safety, medical, supply, risks, sharing, sexual images, non-medical, produce norms, illegal, penalties	bank (building society) account, income tax (PAYE), composting, community group, mission statement, election, debate, Junior ISA, VAT, recycling, manifesto, opinion, online safety, interest, public services, energy, grant, candidate, penalties, stereotype, debit card, beneficiary, enforcement, policies, majority, voting booth, House of Commons, shop local, ballot slip, House of Lords, food miles, ballot box, Royal Assent, Fair Trade, constituencies, House of Commons, MP	perseverance, accurate, dilemma, choices, reliable, influence, sources, wellbeing, connect, be active, take notice (mindful), keep learning (get creative), give	support, manipulation, gender stereotype, sharing online, conversation, online safety, discuss
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Relationship and Sex Education (RSE) in Year 5 and 6

Year 5:

Children will learn about puberty. They will learn about how their bodies will change as they grow and about menstruation. This includes:

An understanding of how the female body changes:

the way female bodies grow and change: • Breasts develop to enable a female to feed a baby • Hips widen • Height increases • Periods begin • Body hair grows around the genitalia and under arms

An understanding of how the male body changes:



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- Height increases
- Chest and shoulders grow bigger
- Body hair grows on face, under arm pits and around genitalia.
- Penis and testes grow in size
- Semen begins to be produced
- Involuntary erections and wet dreams may be experienced

Year 6

The children will revisit the Year 5 learning and then they will also learn the following:

- 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.

All of these lessons are set within the context of a loving stable relationship, and that for Christians this would be marriage.