



PSHE and RSE

SCARF Safety, Caring, Achievement, Resilience and Friendship

Relationships and Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) education are two separate curriculum subjects, one of which is a statutory part of the National Curriculum (RSE) and one which is not (PSHE). As both subjects are interlinked, they are sequenced under one curriculum overview.

Our RSE intent

Relationship and Sex Education (RSE) became a statutory subject in all primary schools from September 2020. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The aim of RSE is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Our PSHE Intent

PSHE (Personal, Social, Health and Economic) is a non-statutory subject, enabling schools to use a programme of study to meet the needs of their community. At Pinewood, PSHE is of great importance. Within PSHE education, pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We want our children to learn how to understand and regulate their feelings and to know what it means to be kind, honest and reliable. We want children to recognise and value difference and grow up to be tolerant of others. Safety is of utmost importance as is increasing skills of independence and a sense responsibility. We want our children to stay healthy, safe and prepared for life. Our curriculum centres on a value based and growth mind-set approach promoting positive behaviour, mental health, well-being, resilience and achievement. At Pinewood, we teach PSHE and relationships throughout our daily curriculum and it is centred around our school values and also has strong links with British Values. Our curriculum is developed around the 'SCARF' Coram Education programme of study which covers all objectives in the RSE statutory guidance. This programme begins in F1 and runs to the end of Year 2. Knowledge is revisited and built upon.

Substantive knowledge – The what we need to know

Feelings: In F1, children learn about their own feelings and those of others as well as how their actions may affect others. Children are encouraged to express their own thoughts and feelings and are supported in how to do this appropriately. In F2 this is built upon, and children show an understanding of their own feelings and this leads into self-regulating their behaviour accordingly. In Year 1, Children name a variety of different feelings and explain how they make them behave. They continue to work on self-regulation. They know how to deal with 'not so good feelings'. In Year 2, Children know how to express feelings consistently in a safe and controlled way and can help others to do the same.



Pinewood Infant School and Foundation Unit PSHE & Relationships knowledge and skills

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

My Relationships/Friendships: Children are encouraged to build positive friendships and relationships during their time in F1. This leads into children knowing how to build constructive and respectful relationships and know what it means to be a good friend in F2 and are beginning to verbalise this. In Year 1, children know and talk about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences. These are taught in line with our school values. In Year 2, children can tell you how they are a good friend and show an awareness of bullying and the impact this can have.

Rules, rights and responsibilities: Children are introduced to rules in F1 through basic classroom rules. In F2, the Children decide class rules as a group and can name some of them. In Year 1, children gain a deeper understanding of classroom rules and rules in the wider world and why we have them. In Year 2, children take an increased responsibility for these rules. Children also learn the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.

Recognising, Valuing and Celebrating Difference: In F1, children are taught that we have school and family routines and customs that can be different to each other. This is built upon in F2, where the children learn the children have different beliefs, celebrate different things and are taught to be respectful towards difference. This links very closely to the RE curriculum where we expose children to the festivals that different people may celebrate. In Year 1, children know and say ways in which people are similar as well as different. Texts are chosen through stories to celebrate difference. Children have a developing understanding of what some festivals involve and how different people can celebrate special times in different ways. In Year 2, children gain a deeper understanding of different roles and responsibilities people have in the community. They learn about the difference that belonging to a community can make and explore the theme of identity and what it means to belong. This strand has strong links with RE and the children learning about other cultures and celebrations.

Keeping Myself Safe and Healthy: In F1, children are taught the importance of being safe and healthy through knowing adults can help them and how we can look after ourselves (eg: oral hygiene, hand washing). This is revisited in F2 and built upon so children can articulate a range of ways they can keep healthy. In Year 1, children learn about eating a healthy range of foods and also learn about medicines. In Year 2, in science children look at different food groups and understanding the concept of a balanced diet. Children learn about the concept of privacy and boundaries and also the importance of immunisations.













Growth Mindset/Developing Independence/Being my Best: Growth mindset intrinsically links to our school values. At a very early level in F1, children are encouraged to settle into school life with all that entails. As they move towards F2, independence is further encouraged and expectations of making feelings known are deepened. The concept of Super Cat learners is introduced to the children along with the learning pit and positive learning behaviours. This is revisited in Year 1 and children are beginning to articulate the concept of growth mindset (e.g.: learning pit, super cat learners). The challenges of the Year 2 curriculum are dealt with through PSHE and the yeti concept and resilience which is rewarded and celebrated. Children go a residential with a focus on independence and being their best. Goals and aspirations for their future educational journey are put in place.













Disciplinary - The how of knowing what we need to know the tools that we use to study PSHE and RSE and the methods that we use to gather knowledge. The skills of attending to information, speaking and listening, discussion and as we go through school, debate are all the golden threads



Pinewood Infant School and Foundation Unit PSHE & Relationships knowledge and skills
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 that run through all of the PSHE and RSE curriculum. From the EYFS children are taught that visitors into school can support our growing knowledge and that we can learn from others.

Our Curriculum Overview and the half termly themes for each Year group

PSHE & R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Me and My Relationships -Marvellous me -Im special -People who are special to me Oral hygiene, Handwashing, Class rules 	Valuing Difference -me and my friends -Friends and family -Including everyone Independence: selecting and putting back own belongings 	Keeping safe -People who help me and keep me safe - safety indoors and outdoors -what's safe to go in my body SMART rules Class rules 	Rights and respect - looking after myself, others and the environment Healthy Eating 	Being my best - What does my body need? - I can keep trying - I can do it Importance of exercise Taking care of animals 	Growing and Changing - Growing and changing in nature - When I was a baby - Boys, girls and families Transition into F2 School readiness 
F2	Me and My Relationships -All about me -What makes me special - Me and my special people -Who can help me? -My feelings Oral hygiene, Handwashing, Class rules 	Valuing Difference -I'm special, you're special -Same and different/families and homes -I am caring -I am a friend Independence: putting own socks and shoes on 	Keeping myself safe -What's safe to go onto/into my body including medicines -safe indoors and outdoors -Listening to my feelings -Keeping safe online -People who help to keep me safe SMART rules 	Rights and respect -Looking after my special people and my friends Being helpful at home and caring for our classroom -Caring for our world -Looking after money Healthy eating 	Being my best -Bouncing back when things go wrong Yes I can -Healthy eating My healthy mind Move your bod -A good nights sleep Importance of exercise Taking care of animals 	Growing and changing -seasons - Life stages plants, animals, humans Human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness 

Year 1	Me and My Relationships Why we have classroom rules How are you listening? Thinking about feelings 	Valuing difference Same or different? Unkind, tease or bully? Harold's school rules It's not fair Who are our special people? Our special people balloons 	Keeping safe Super sleep Who can help? Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey 	Rights and respect Harold has 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 	Being my best I can eat a rainbow Eat well Harold's wash and brush up Catch it bin it kill it Harold learns to ride a bike Pass on the praise Inside my wonderful body 	Growing and changing Healthy me Then and now Taking care of a baby Who can help? Surprises and secrets Keeping privates private 
Year 2	Me and my relationships Our ideal classroom, How are you feeling today? Lets all be happy! Being a good friend, Types of Bullying, Don't do that, Bullying or Teasing 	Valuing Difference 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 	Keeping Safe Harold's Picnic, How safe would you feel? What should Harold say, I don't like that! Fun or not? Should I tell? CHILDREN'S MENTAL HEALTH WEEK/Wear your SCARF to school Day, 11th February 	Rights and respect Getting on with others, when I feel like erupting, feeling safe, playing games, Harold saves for something special, Harold goes camping, how can we look after our environment 	Being my best You can do it! My day, Harold's postcard -keeping us clean and healthy, Harold's bathroom, What does my body do? My body needs...basic first aid 	Growing and changing A helping hand, Sam moves away, haven't you grown, My body, your body, Respecting privacy, some secrets should never be kept 



	F1	F2 HIGHLIGHTED YELLOW ARE THE ELG'S.	Y1 expected	Y2 expected	Y2 exceeding
My feelings					
Feelings/Self-regulation/developing tolerance					
##	<p>Know my own feelings, and know that some actions and words can hurt others' feelings.</p> <p>Know how to express my own feelings</p> <p>Know that I should accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>Know that my needs may not always be met straight away but that it is ok</p> <p>Know that my wishes may not always be met</p> <p>Know that I should respond to a few appropriate boundaries</p> <p>Know that there are differences between people such as skin colour, hair colour, gender, special educational needs</p>	<p>Show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow several instructions involving several ideas or actions</p> <p>Know some different feelings and can think of a way of dealing with 'not so good' feelings (self-regulation)</p> <p>Know that my own actions affect other people</p> <p>Know I can express my feelings and consider the feelings of others</p> <p>Know how to tolerate delay when my needs are not immediately met and understand they may not always be met.</p> <p>Know how to wait for an adult's attention if they are talking to another child</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Work and play cooperatively and take turns with others</p> <p>I can say different feelings that I have and how my body behaves when I have them.</p>	<p>Know and name a variety of different feelings and explain how these might make me behave.</p> <p>Know how to think of some different ways of dealing with 'not so good' feelings.</p> <p>Know that different people can experience different feelings and be able to name these feelings and that feelings can affect people's bodies and how they behave</p> <p>Know about things that help people feel good and to know what to do if people feel lonely</p> <p>Know and say why things sometimes seem unfair, even if they are not.</p> <p>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).</p>	<p>Know how to express my feelings in a safe, controlled way.</p> <p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)</p> <p>Know and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p>Know how to recognise the feelings in others</p> <p>Know ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>Know how I could help myself if I was being left out.</p> <p>Know the difference between needs and wants</p> <p>Know about good listening skills and I can explain why listening skills help to understand a different point of view.</p> <p>Know and give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p>	<p>Know consistently how to express my feelings in a safe controlled way, and help others to do the same.</p> <p>Know the listening skills needed to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.</p> <p>Know how to help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.</p>



Pinewood Infant School and Foundation Unit PSHE & Relationships knowledge and skills

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

Vocabulary				
Feelings Like Dislike Happy sad	Feelings Happy sad worried scared excited Good listening Share kind	Feelings Behaviour Hurtful Emotions happiness, sadness, anger, fear, surprise, nervousness	Care Conflict Feelings anger loneliness upset anger, fear, surprise, nervousness Tease Bully	Control Compromise Settle
My Relationships/Friendships				
<p>Know how to play in a group, extending and elaborating play ideas</p> <p>Know how to demonstrate friendly behaviour and form good relationships.</p> <p>Know how to cooperate with familiar people e.g. turn taking</p> <p>Know I can use an adult as a secure base</p> <p>Know that I can seek out others to share experiences</p> <p>Know friends might feel and think different things and that is ok</p> <p>Know that my family is important and that they look after me</p>	<p>know how to initiate play, offering cues to my friends to join me</p> <p>Know how to start conversations and take account of what others say</p> <p>Know I can take steps to resolve conflict eg: finding a compromise without adult support</p> <p>Know how to build constructive and respectful relationships</p> <p>Know what makes a good friend</p> <p>Know how to think about the perspectives of others</p> <p>Know how to say positive things about my friends</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Know and understand why adults should help to keep us safe</p> <p>Know what to do if worried and scared</p> <p>Know that all families are not the same</p>	<p>Know and talk about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences</p> <p>Know 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.</p> <p>Know when I need help and who to go to for help.</p> <p>Know that bodies and feelings can be hurt by words and actions and that people can say hurtful things including on line</p> <p>Know about different types of families and common features of family life</p> <p>Know which adult I can talk to at both home and school if I need help</p>	<p>Know how to ask for help if a friendship is making them feel sad</p> <p>Know lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p> <p>Know how people feel if they experience hurtful behaviour including online</p> <p>Know that hurtful behaviour is not acceptable and what to do about it</p> <p>Know how to give feedback to someone.</p>	<p>Know some ways that I can help someone else who is being bullied, if this happens.</p> <p>Know examples of ways that I have tried to help others be good friends to each other.</p> <p>Know some ways that I can help someone else who is being bullied, if this happens.</p> <p>Know examples of ways that I have tried to help others be good friends to each other.</p> <p>Know how to recognise if someone else is being left out, and I can say some ways I could help them.</p>
Vocabulary				
Friend Family Same Different	Friends Mum dad grandma grandad brother sister Listen Share Care	Friendships mutual respect truthfulness trustworthiness kindness trust Unkind	Friendships Qualities Lonely Hurtful Excluded Tease Bully Community	Support



Rules, Rights and Responsibilities (including living in the wider world)

<p>Know some classroom rules.</p> <p>Know how to follow rules and understand why they are important</p> <p>Know how to select and use activities and resources independently</p> <p>Know how to responsibly carry out small tasks.</p> <p>Know they have responsibilities in Nursery</p>	<p>Know some classroom rules.</p> <p>Know the boundaries set and of behavioural expectations in the class</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Know how to look after myself</p> <p>Know how to look after the environment (sci)</p> <p>Know what it means to be respectful and to be treated with respect</p> <p>Know that having responsibilities can be enjoyable e.g. carrying out out small tasks</p> <p>Know that praise for what I have done is a positive thing</p> <p>Know my choices may impact others</p>	<p>Know and understand the importance of classroom rules.</p> <p>Know how I look after myself and my environment - at school or at home.</p> <p>Know some ways that we look after money.</p> <p>Know in school and in wider society I can expect to be treated with respect by others, and that in turn I should show respect to others, including those in positions of authority.</p>	<p>Know and suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>Know and take increased responsibility for classroom rules.</p> <p>Know things that help me to be settled and calm in the classroom and say when I've used some of these ideas to help me when I am not settled.</p>	<p>Know when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this.</p> <p>Know to explain that most people do not bully and that bullying is not very common. (Understands norms of bullying).</p>
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Vocabulary

Rule Class jobs Help	Rules Respect Environment Special people money	Rules Duties Responsibility Respect Money: notes coins	Rules Rights Responsibilities Community Contribute Environment	Strategy
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Recognising, valuing and celebrating difference

<p>Know how to talk with other children when playing and will communicate freely about my own home and community</p>	<p>Know how people are different and are respectful of this</p> <p>Know others may have differing needs and can accept the needs of others and I can take turns and share resources, sometimes with support</p>	<p>Know and say ways in which people are similar as well as different.</p>	<p>Know about different roles and responsibilities people have in the community</p> <p>Know that people make different choices about money</p>	
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Vocabulary

Talk Listen Special	Same Different Caring Special	Same Different Respect Relationships	Roles Responsibility Community Choices	
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Keeping myself safe/Healthy



Pinewood Infant School and Foundation Unit PSHE & Relationships knowledge and skills

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<p>Know how to confidently ask adults for help.</p> <p>Know that some things are private e.g. toileting</p> <p>Know adults should help keep us safe</p> <p>Know not to put unknown objects into your mouth</p> <p>Know how to look after my teeth</p> <p>Beginning to know about foods that are healthy and unhealthy</p> <p>Know how to wash my hands properly</p>	<p>I can tell you how medicines can help a person.</p> <p>I can identify an adult who I can talk to, either at home or at school, if I need help.</p> <p>I know who to go to if I am upset</p> <p>Know that an adult should be present when on the internet</p> <p>Know that some things are private on our own body</p> <p>Know what my body needs to keep healthy including oral hygiene.</p> <p>Know some healthy foods and know the importance of making healthy food choices</p> <p>know the importance of regular exercise</p> <p>Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Know it is important to remember my manners</p> <p>Know when and why we have bedtime</p> <p>Know how to hand wash and can articulate why this is</p> <p>Know the names of some body parts which are inside my body and some which are outside.</p>	<p>Know when medicines might be harmful (e.g. if not needed, another person's medicine, etc.)</p> <p>Know how to keep myself safe</p> <p>Know how to keep safe in unfamiliar environments e.g. beach, swimming, town</p> <p>Know the importance of respecting privacy and that parts of their body covered with underwear are private</p> <p>Know and give examples of how I keep myself healthy.</p> <p>Know why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day</p> <p>Know the importance of courtesy and manners</p> <p>Know about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support mental health</p> <p>Know simple hygiene routines that can stop germs spreading</p>	<p>Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Know about safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>Know 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.</p> <p>Know how to keep safe on line</p> <p>Know about appropriate touch and can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>Know that they can be helpful or harmful, and say some examples of how they can be used safely</p> <p>Know that vaccinations and immunisations can help people stay healthy</p> <p>Know how to get help in an emergency – phone 999 and know what to say</p> <p>Know parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.</p> <p>Know about the risks of eating too much sugar</p> <p>Know why sleep is important and different ways to rest and relax</p> <p>Know it is important to take a break when playing on line or watching tv</p> <p>Know the main parts of the body including external genitalia</p>	<p>Know If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe.</p> <p>Know ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy.</p> <p>Know examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food).</p> <p>Know examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest.</p> <p>Know how I try to make sure I do these things regularly.</p>
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Pinewood Infant School and Foundation Unit PSHE & Relationships knowledge and skills

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	Vocabulary				
	Clean Healthy Help Safe	Medicine SMART rules Private Healthy Safe Body part names	Healthy Balanced lifestyle Bedtime routine Oral hygiene Privacy Germs Safety	Boundaries Safe Unsafe Secret Privacy Harmful Risks Comfortable Uncomfortable Body parts	Well Unwell
Being My Best/Growth Mindset/Developing independence					
	<p>Know that praise for what I have done is a good thing and welcome and value praise</p> <p>Know that I will be safe when I separate from my main carer even if I may need support</p> <p>Know how to express my own preferences and interests</p> <p>Children are encouraged to settle into school life with all that entails</p>	<p>Know what I can do to help myself when I find something difficult</p> <p>Know how to make my own needs, wants, interests and opinions known to others in an acceptable way</p> <p>Know what I am good at and how to communicate this to others</p> <p>Know my value as an individual</p> <p>And show resilience and perseverance in the face of challenge</p> <p>Set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Know how to put my own coat and jumper on even if the sleeves are inside out</p> <p>Know how to put on my own socks and shoes on</p> <p>In F2, independence is further encouraged and expectations of making feelings known are deepened. The concept of Super Cat learners is introduced to the children along with the learning pit and positive learning behaviours. Ongoing</p>	<p>Know a few different ideas of what I can do if I find something difficult.</p> <p>Know the ways that I am unique</p> <p>Know about the things I can do now that I couldn't do when I was a toddler.</p> <p>In Year 1 and children are beginning to articulate the concept of growth mindset (e.g.: learning pit, super cat learners)</p>	<p>Know how setting a goal or goals will help me to achieve what I want to be able to do.</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 that people's needs change as they get older</p> <p>Children deal with the challenges of the Year 2 curriculum</p> <p>Children know and understand the yeti concept and resilience which is rewarded and celebrated</p> <p>Children become increasingly independent and go a residential with a focus on independence and being their best</p> <p>Children know about goals and aspirations for their future educational journey are they are put in place</p>	<p>Know examples of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.</p> <p>Know what I am looking forward to when I am older (at 10 years and again at 21 years old).</p> <p>Know and suggest ways of keeping in touch with someone if they move away.</p>
	Vocabulary				



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	Try Don't give up	Independent Resilient Confidence Needs Special	Honesty Self belief Resilience Respect Kindness Curiosity Responsibility Independence	Goal Aspirations Challenge Practise Mistakes Honesty Self belief Resilience Respect Kindness Curiosity Responsibility Independence	Future
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