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		EYFS; **vocabulary outlined in units**	KS1; **vocabulary outlined in units**	LKS2 ; **vocabulary outlined in units**	UKS2; **vocabulary outlined in units**
PSHE SCARF CYCLE A	**Unit 1 Me and my Relationships**	**EYFS SCARF POS** **Statutory ELG - Building Relationships** Work and play co-operatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to my own and others needs	***Year 1 SCARF POS*** **In KS1 I can:** I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings I know when I need help and who to go to for help. I can tell you some different classroom rules.	***Year 3 SCARF POS*** **In Team 3 I can:** I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	***Year 5 SCARF POS*** **In Team 4 I can:** I can give a range of examples of our emotional needs and explain why they are important I can explain why these qualities are important I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.
PSHE CYCLE B	**Unit 1 Me and my Relationships**	***EYFS SCARF POS*** **Statutory ELG - Building Relationships** Work and play co-operatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to my own and others needs.	***Year 2 SCARF POS*** **In KS1 I can:** I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can 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 I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way.	***Year 4 SCARF POS*** **In Team 3 I can:** I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.	***Year 6 SCARF POS*** **In Team 4 I can:** I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.

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		EYFS	KS1	LKS2	UKS2
PSHE SCARF Cycle A	**Unit 2 Valuing Difference**	**EYFS SCARF POS** **Statutory ELG- People, Culture and Communities** Know some similarities and differences between different religious and cultural communities in this country… **Statutory ELG- The Natural World** Know some similarities and differences between the natural world around me and contrasting environments; drawing on my experiences and what has been read in class	***Year 1 SCARF POS*** **In KS1 I can:** I can say ways in which people are similar as well as different I can say why things sometimes seem unfair, even if they are not.	***Year 3 SCARF POS*** **In Team 3 I can:** I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	***Year 5 SCARF POS*** **In Team 4 I can:** I can give examples of different faiths and cultures and positive things about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this
PSHE SCARF Cycle B	**Unit 2 Valuing Differences**	**EYFS SCARF POS** **Statutory ELG- People, Culture and Communities** Know some similarities and differences between different religious and cultural communities in this country… **Statutory ELG- The Natural World** Know some similarities and differences between the natural world around me and contrasting environments; drawing on my experiences and what has been read in class	***Year 2 SCARF POS*** **In KS1 I can:** I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	***Year 4 SCARF POS*** I can say a lot of ways that people are different, including religious or cultural differences I can explain why it's important to challenge stereotypes that might be applied to me or others.	***Year 6 SCARF POS*** **In Team 4 I can:** I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

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		EYFS	KS1	LKS2	UKS2
PSHE SCARF Cycle A	**Unit 3 Keeping Myself Safe**	**EYFS SCARF POS** **Statutory ELG Managing Self** Explain the reasons for rules, know right from wrong and try to behave accordingly	***Year 1 SCARF POS*** **In KS1 I can:** I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	***Year 3 SCARF POS*** **In Team 3 I can:** I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	***Year 5 SCARF POS*** **In Team 4 I can:** I can give examples of things that might influence a person to take risks online. I can explain that I have a choice I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.
PSHE SCARF Cycle B	**Unit 3 Keeping Myself Safe**	***EYFS SCARF POS*** **Statutory ELG Managing Self** Explain the reasons for rules, know right from wrong and try to behave accordingly	***Year 2 SCARF POS*** **In KS1 I can:** I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I 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. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.	***Year 4 SCARF POS*** **In Team 3 I can:** I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.	***Year 6 SCARF POS*** **In Team 4 I can:** I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

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		EYFS	KS1	LKS2	UKS2
PSHE SCARF Cycle A	**Unit 4 Rights and Responsibilities**	***EYFS SCARF POS*** **Statutory ELG- Managing Self** Explain the reasons for rules, know right from wrong and try to behave accordingly **Statutory ELG Self-Regulation** Show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly	***Year 1 SCARF POS*** **In KS1 I can:** I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	***Year 3 SCARF POS*** **In Team 3 I can:** I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.	***Year 5 SCARF POS*** **In Team 4 I can:** I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I can take ownership of to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.
PSHE SCARF Cycle B	**Unit 4 Rights & Responsibilities**	***EYFS SCARF POS*** **Statutory ELG- Managing Self** Explain the reasons for rules, know right from wrong and try to behave accordingly **Statutory ELG Self-Regulation** Show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly	***Year 2 SCARF POS*** **In KS1 I can:** I can give examples of when I've used some of these ideas to help me when I am not settled.	***Year 4 SCARF POS*** **In Team 3 I can:** I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.	***Year 6 SCARF POS*** **In Team 4 I can:** I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.

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		EYFS	KS1	LKS2	UKS2
PSHE SCARF Cycle A	**Unit 5 Being my Best**	***EYFS SCARF POS*** **Statutory ELG- Managing Self** Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	***Year 1 SCARF POS*** **In KS1 I can:** I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	***Year 3 SCARF POS*** **In Team 3 I can:** I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	***Year 5 SCARF POS*** **In Team 4 I can:** I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.
PSHE SCARF Cycle B	**Unit 5 Being my Best**	***EYFS SCARF POS*** **Statutory ELG- Managing Self** Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	***Year 2 SCARF POS*** **In KS1 I can:** I can name different parts of my body that are *inside* me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	***Year 4 SCARF POS*** **In Team 3 I can:** I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.	***Tear 6 SCARF POS*** **In Team 4 I can:** I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.

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		EYFS	KS1	LKS2	UKS2
PSHE SCARF Cycle A	**Unit 6 Growing & Changing**	***EYFS SCARF POS*** **Statutory ELG: The Natural World** Explore the natural world around me, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around me…	***Year 1 SCARF POS*** **In KS1 I can:** I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.	***Year 3 SCARF POS*** **In Team 3 I can:** I can name a few things that make a positive relationship and some things that make a negative relationship. I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	***Year 5 SCARF POS*** **In Team 4 I can:** I can explain what resilience is and how it can be developed I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.
PSHE SCARF Cycle B	**Unit 6 Growing & Changing**	***EYFS SCARF POS*** **Statutory ELG: The Natural World** Explore the natural world around me, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around me…	***Year 2 SCARF POS*** **In KS1 I can:** I can tell you 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. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.	***Year 4 SCARF POS*** **In Team 3 I can:** I can label some parts of the body that only boys have and only girls have I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.	***Year 6 SCARF POS*** **In Team 4 I can:** I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).