

PSHE: Knowledge and Skills Progression

Canary Wharf Primary East Ferry · Reception to Year 6 · 2026–27. What pupils learn in each Coram SCARF unit as they move up the school. Every year group studies the same six units, so knowledge and skills build year on year. Key knowledge and skills are drawn from the learning intentions in our PSHE Curriculum 2026–27, and pupils are assessed against them at the end of each unit. The full curriculum overview lists every lesson.

AUTUMN 1 · UNIT 1								
Me and My Relationships		Me and My Relationships develops communication, empathy and healthy friendships.						
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What we learn 								

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AUTUMN 2 · UNIT 2
Keeping Safe

Keeping Safe promotes awareness of risks and practical safety skills.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What we learn	- What is safe to go onto and into our bodies, including medicines - Staying safe indoors and outdoors - Listening to our feelings - Staying safe online - People who keep us safe	- Why sleep matters - Who can help - Good and bad touches - Asking before sharing pictures - Medicine safety - Feelings when we lose something	- Medicine safety - Judging whether a situation feels safe, including near water and roads - Saying no and asking for help - Touch we like and don't like - Things we must always tell a trusted adult - Bullying or teasing?	- Safe and unsafe situations - Danger and risk, and how to reduce risk - Water, road and rail safety - Searching safely and spotting misinformation - Medicines, alcohol and cigarettes - Making good decisions	- Danger, risk and hazard, including sun, water and rail safety - Dares and online challenges - Keeping ourselves safe - What influences our choices - Photos online, including those changed with AI - Medicine labels - Most people choose not to smoke or vape	- Spotting bullying, including online - Staying safe online (SMART rules) - Assessing risk and peer pressure - Vaping and nicotine - The facts about drugs and the law	- Thinking before we post - Sharing images and the law - Pressure online and Stop, Close, Tell - Habits and addiction - Drugs, alcohol and the law
Key knowledge Pupils know...	- how to stay safe at home, in the classroom and outside - simple ways to stay safe online	- their body belongs to them, and the PANTS rule - only trusted adults should give them medicines	- the difference between happy surprises and things they must always tell - who their trusted adults are, and to keep telling until they are heard	- the difference between danger and risk - medicines are drugs, and most people choose not to smoke or drink	- the dangers of sharing personal information, including that photos can be changed with AI - the risks of smoking, vaping and alcohol	- the different types of bullying and the roles people take - the facts about nicotine and vaping, and the laws on alcohol and drugs	- how fast information spreads online and how hard it is to remove - the facts and laws about alcohol, nicotine and drugs
Key skills Pupils can...	- name ways to stay safe around medicines - name adults who keep them safe	- recognise body signs of feeling unsafe and keep telling until they are heard - ask permission before touching someone or sharing a picture	- use "Yes, No, I'll Ask, I'll Tell" to get help - tell fun touch from unwanted touch, and say no	- use a step-by-step strategy to reduce risk - search safely and check information with more than one source	- assess risky situations, including dares - spot when people online are not who they say they are	- use the SMART rules to stay safe online - resist pressure assertively	- respect privacy and consent when sharing images - use Stop, Close, Tell when something online feels wrong
Key words	<i>safe, unsafe, medicine, worried, tell, trust, grown-up</i>	<i>sleep, routine, private parts, PANTS, consent, medicine, loss</i>	<i>medicine, dose, trusted adult, surprise, keep telling, touch, risk</i>	<i>danger, risk, Water Safety Code, misinformation, drug, nicotine, alcohol, social norms</i>	<i>hazard, dare, digital footprint, AI, privacy settings, dosage, vape, social norms</i>	<i>bystander, upstander, SMART rules, digital footprint, peer pressure, nicotine, addiction, illegal</i>	<i>digital footprint, misinformation, consent, privacy, habit, addiction, possession</i>

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SPRING 1 · UNIT 3

Rights and Respect

Rights and Respect explores fairness, responsibility and individual rights.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What we learn	- Looking after our special people and friends - Helping at home and caring for our classroom - Caring for our world - What money is and how to keep it safe	- How our behaviour affects others - Caring for our school - Looking after something - Where money comes from and how to look after it - Basic first aid	- Getting on with others - Managing big feelings - Feeling safe and calling 999 - Caring for the environment - Staying safe in online games - Spending and saving	- Helping each other stay safe - Fact and opinion - Volunteers in our community - Earning, spending and budgeting - Different jobs and careers - Caring for the environment	- People who help us stay healthy and safe - Children's rights - Making a difference, and scams in online games - News and bias - Why we pay taxes - Safety in groups	- News, facts and opinions, including AI-altered content - Making a difference in our community - Rights, respect and duties - Spending wisely - Borrowing and debt	- Two sides to every story - Fake profiles online - Saving, value and spending in games - Sustainable choices - Democracy, elections and how laws are made
Key knowledge Pupils know...	- they can make a difference - money is used to buy things and can be kept safe in a bank	- their behaviour affects others - where money comes from and how families spend and save	- who can help keep them safe and how to ask - the difference between spending and saving	- why people earn money, and why pay differs - the role of volunteers	- children have rights, and rights come with responsibilities - why we pay taxes	- how voluntary, community and action groups make a difference - the risks and benefits of borrowing	- how democracy works in Britain and how laws are made - online profiles can give a misleading picture of people's lives
Key skills Pupils can...	- say how they help care for home, school and special people - name ways to care for the environment	- help look after their classroom and school - get help in an emergency, including calling 999	- manage big feelings - stay safe when playing and chatting online	- tell fact from opinion - suggest ways to protect the environment	- spot bias and misleading content in the news - act as an upstander in a group	- tell fact from opinion and spot bias, including AI-altered content - make informed choices about spending and saving	- recognise bias and echo chambers in news and online - save and spend wisely, recognising pressure to spend in games
Key words	<i>look after, responsibility, environment, recycling, money, save, bank</i>	<i>behaviour, sorry, responsibility, money, needs, wants, first aid, 999</i>	<i>responsibility, calm, emergency, 999, environment, personal information, saving</i>	<i>fact, opinion, misinformation, volunteer, income, budget, career</i>	<i>rights, responsibility, duty, United Nations, democracy, bias, tax, upstander</i>	<i>bias, reliable, disinformation, AI, volunteer, value for money, debt, interest</i>	<i>bias, echo chamber, curated, loot box, sustainable, democracy, election, bill</i>

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SPRING 2 · UNIT 4

Valuing Difference

Valuing Difference celebrates diversity and inclusion.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What we learn	- Everyone is special - Similarities and differences - Different families - Being caring and a good friend	- Same and different - Unkindness, teasing and bullying - Rules and what is fair and unfair - Our special people	- What makes us unique - How our words and actions make others feel - Including people who are left out - Kindness - Solving problems together	- Respectful challenge - Different families, including same-sex parents - Our diverse community - Name-calling and bullying, including online - Prejudice and stereotypes	- Standing up for others - Our diverse world - Stereotypes - Friends and acquaintances - Personal space	- Kind conversations - Prejudice and discrimination, including racism - The value of a diverse society - Social media, truth and self-esteem - Challenging stereotypes, including homophobic bullying	- Bullying linked to difference - Respecting difference and the protected characteristics - What we have in common - Tolerance and respect - Challenging gender stereotypes
Key knowledge Pupils know...	- we can have things in common with others - the importance of care and kindness	- the difference between unkindness, teasing and bullying, and what to do - rules help keep everyone safe and treated fairly	- the difference between kind and unkind words and actions - how it feels to be included or left out	- families vary, including adoption, fostering and same-sex parents, and all deserve respect - what prejudice and stereotypes are	- what discrimination and stereotyping mean and why they are unfair - families differ in structure, culture and beliefs	- about prejudice, discrimination and justice - the value of diversity in our school, community and the UK	- the protected characteristics, and how to challenge prejudice safely - how prejudice affects a community, and the benefits of diversity
Key skills Pupils can...	- celebrate what makes each person unique - make friends and cooperate	- say how they are the same as and different from others - say how their special people care for them	- use inclusive strategies to involve others - listen actively to solve friendship problems	- disagree respectfully - respond safely to bullying and online abuse: report, block, tell	- challenge unfair behaviour in safe ways - protect their personal body space	- challenge stereotypes, including gender stereotypes and homophobic bullying - think critically about what they see online	- stand up for people who are bullied - challenge gender stereotypes in the media and online
Key words	<i>special, same, different, family, kind, friend</i>	<i>same, different, respect, tease, bullying, fair, unfair</i>	<i>unique, respect, kind, unkind, include, left out, solution</i>	<i>respect, challenge, adoption, fostering, same-sex couple, diverse, prejudice</i>	<i>diversity, belief, stereotype, discrimination, upstander, acquaintance, body space</i>	<i>discrimination, racism, diverse, equality, algorithm, stereotype, homophobia</i>	<i>protected characteristics, prejudice, discrimination, tolerance, empathy, gender stereotype</i>

PSHE: Knowledge and Skills Progression

SUMMER 1 · UNIT 5
Being My Best

Being My Best encourages self-care, resilience and goal-setting.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What we learn	- Bouncing back and trying again - Healthy eating - A healthy mind - Exercise and sleep	- Healthy eating - Hygiene and germs - Keeping going when learning is hard - Giving praise - How our bodies work	- A growth mindset - Healthy choices - Germs and vaccinations - Looking after our teeth - How our bodies work and what they need - Basic first aid	- Healthy meals - Illness and germs - How our bodies work together - Debating health choices - Achievements and goals - Our talents	- What makes me me - Making choices - A healthy lifestyle - Caring for the environment - Our school community - First aid, including the recovery position	- A healthy diet - Skills and perseverance - Improving our school community - Independence and responsibility - Media images and self-esteem - First aid, including CPR and sepsis awareness - Habits	- Aspirations and goals - Researching health - Managing risk, including online and AI chatbots - First aid, including sepsis awareness - The Five Ways to Wellbeing
Key knowledge <i>Pupils know...</i>	- they can make healthy choices - some skills take time to learn	- different foods do different jobs - learning new skills takes practice	- vaccines help prevent some illnesses - the main organs and what they do	- how the Eatwell food groups make a balanced meal - how illness spreads and how to reduce it	- the importance of good nutrition, rest and exercise - how to protect the environment using the Seven Rs	- what the body needs to grow and stay healthy - the warning signs of sepsis	- how to find reliable health information - the Five Ways to Wellbeing
Key skills <i>Pupils can...</i>	- name healthy foods and say how exercise and sleep help - keep trying when something is hard	- wash their hands well and catch a cough or sneeze - give and receive praise	- use a growth mindset to keep going - ask an adult for help or make a 999 call	- debate health choices respectfully - set a goal and value effort	- set goals and keep going after setbacks - help someone who is unresponsive but breathing	- think critically about media images - give basic first aid, including CPR, and make a 999 call	- set aspirations and plan the steps to reach them - assess risk, including online and with AI chatbots
Key words	<i>bounce back, try, healthy, exercise, sleep, energy</i>	<i>Eatwell Guide, germs, hygiene, practice, yet, praise, organs</i>	<i>growth mindset, choice, germs, vaccination, fluoride, organs, first aid</i>	<i>balanced diet, bacteria, virus, organs, debate, goals, talents</i>	<i>unique, choices, balanced diet, wellbeing, recycle, community, recovery position</i>	<i>nutrients, hydration, perseverance, independence, filter, CPR, sepsis, habit</i>	<i>aspirations, research, reliable, risk, AI chatbot, sepsis, wellbeing</i>

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SUMMER 2 · UNIT 6

Growing and Changing

Growing and Changing prepares children for physical and emotional growth, including transition.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What we learn	- Seasons and life stages - Where babies come from and how they are cared for - How we have grown - Correct names for body parts and which are private	- Staying healthy as we grow - How we have changed since we were babies - What babies need - Getting help with bullying - Happy surprises and things we must tell - Keeping private parts private (PANTS)	- Helping others - Change and loss - Growing up and becoming independent - Correct names for body parts - Privacy and permission - Things we must always tell	- Healthy relationships and trust - Personal space - Keeping personal information private - Things we must always tell - Basic first aid and calling 999 - Coping with loss	- Volunteering - Change and moving house - Feelings as we begin to grow up - Correct names for body parts - Secrets and surprises - Marriage must be a free choice	- Feelings and how strong they are - Body clues and safe touch - When we must tell to keep someone safe - Puberty, including periods - Managing changing feelings	- Body image, edited images and the media - Stereotypes in the media - Managing change and moving to secondary school - Puberty - How a baby is conceived* - What HIV is*
Key knowledge Pupils know...	- a baby is made by a woman and a man and grows in the womb - which parts of their body are private	- what babies need to be safe, loved and healthy - their body belongs to them	- people grow and change at different stages - what privacy and consent mean	- the qualities of a healthy relationship - what personal information is and why to keep it private	- growing up brings emotional as well as physical changes - marriage and civil partnership must be a free choice	- the physical and emotional changes of puberty, including periods and wet dreams - when it is right to tell someone, even if asked not to	- how babies are made and born, and the age of consent* - what HIV is and how it is and isn't passed on*
Key skills Pupils can...	- talk about how people change as they grow - use the correct names for body parts and tell a trusted adult if they feel unsafe	- describe how they have changed since they were a baby - say no to unwanted touch and keep telling until someone listens	- talk about feelings linked to loss and change - name their private parts and explain that they belong to them	- tell a happy surprise from something they must tell - make a clear 999 call	- manage changes such as moving house - use the correct names for body parts	- manage changing emotions and know where to get help - say what to do about unwanted touch	- think critically about edited images, AI and deepfakes - manage change, including moving to secondary school
Key words	<i>seasons, life cycle, baby, child, teenager, adult, womb, private parts</i>	<i>baby, toddler, change, needs, surprise, private parts, PANTS</i>	<i>change, loss, independence, privacy, consent, permission, private parts</i>	<i>trust, personal space, personal information, surprise, first aid, 999, grief</i>	<i>volunteer, change, hormones, puberty, private parts, marriage, civil partnership</i>	<i>puberty, hormones, menstruation, period, wet dreams, confidential, body signals</i>	<i>body image, deepfake, stereotype, transition, puberty, conception*, HIV*</i>

* How a baby is conceived and HIV form part of the school's non-statutory primary sex education provision (Year 6 lessons *Making babies* and *What is HIV?*). Please see our Relationships and Sex Education (RSE) Policy for further information, including parental rights of withdrawal.