# RSE and PSHE Progression 21-22

## Families and people that care for me

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| • That families are important for children growing up because they can give love, security and stability<br>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |

## Caring Friendships

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable. | • 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<br>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable. | • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, kindness and sharing interests<br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, kindness and sharing interests | • The characteristics of friendships, including mutual respect, loyalty, generosity, sharing interests and experiences and support with problems and difficulties | • The characteristics of friendships, including mutual respect, loyalty, generosity, sharing interests and experiences and support with problems and difficulties |

# Respectful Relationships

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>• What a stereotype is, and how stereotypes | • The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive<br>• The importance of permission-seeking and giving in relationships with friends, peers and adults | • The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive | • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>• What a stereotype is, and how stereotypes | • Practical steps they can take in a range of different contexts to improve or support respectful relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority<br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help | • Practical steps they can take in a range of different contexts to improve or support respectful relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority<br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help |

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| can be unfair, negative or destructive | | | can be unfair, negative or destructive | • What a stereotype is, and how stereotypes can be unfair, negative or destructive | • What a stereotype is, and how stereotypes can be unfair, negative or destructive |

## Online Relationships

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| • That people sometimes behave differently online, including by pretending to be someone they are not <br> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <br> • How information and data is shared and used online <br> • That it is not always right to keep secrets if they relate to being safe <br> • That each person's body belongs to them, and the differences | • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <br> • How information and data is shared and used online <br> • That each person's body belongs to them, and the differences between appropriate and inappropriate <br> • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | • That people sometimes behave differently online, including by pretending to be someone they are not <br> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <br> • How information and data is shared and used online <br> • What sorts of boundaries are appropriate in friendships with peers and others <br> • How to respond safely and appropriately to | • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <br> • How information and data is shared and used online <br> • What sorts of boundaries are appropriate in friendships with peers and others <br> • About the concept of privacy and the implications of it for both children and adults <br> • How to respond safely and appropriately to | • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous <br> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <br> • How to critically consider their online friendships and sources of information including awareness of the risks | • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous <br> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <br> • How to critically consider their online friendships and sources of information including awareness of the risks |

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| between appropriate and inappropriate contact.<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• Where to get advice e.g. family, school and/or other sources | • How to recognise and report feelings of being unsafe or feeling bad about any adult<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• Where to get advice e.g. family, school and/or other sources | adults they may encounter (in all contexts, including online) whom they do not know<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>• Where to get advice e.g. family, school and/or other sources | adults they may encounter (in all contexts, including online) whom they do not know<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>• Where to get advice e.g. family, school and/or other sources | associated with people they have never met<br>• How information and data is shared and used online<br>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard | associated with people they have never met<br>• How information and data is shared and used online<br>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>• About the concept of privacy and the implications of it for both children and adults<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult |

| | | | | • How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>• Where to get advice e.g. family, school and/or other sources | • How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>• Where to get advice e.g. family, school and/or other sources |
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## Mental Wellbeing

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| • That mental wellbeing is a normal part of daily life, in the same way as physical health<br>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)<br>• how to recognise and talk about their emotions, including having a varied | • That mental wellbeing is a normal part of daily life, in the same way as physical health<br>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)<br>• how to recognise and talk about their emotions, including having a varied | • That mental wellbeing is a normal part of daily life, in the same way as physical health<br>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different | • That mental wellbeing is a normal part of daily life, in the same way as physical health<br>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different | • That mental wellbeing is a normal part of daily life, in the same way as physical health<br>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings | • That mental wellbeing is a normal part of daily life, in the same way as physical health<br>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings |

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| vocabulary of words to use when talking about their own and others' feelings<br>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br>• whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions | vocabulary of words to use when talking about their own and others' feelings<br>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | experiences and situations<br>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings<br>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | experiences and situations<br>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings<br>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br>• where and how to seek support (including recognising the triggers for seeking support)<br>• whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or | • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br>• where and how to seek support (including recognising the triggers for seeking support)<br>• whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or |

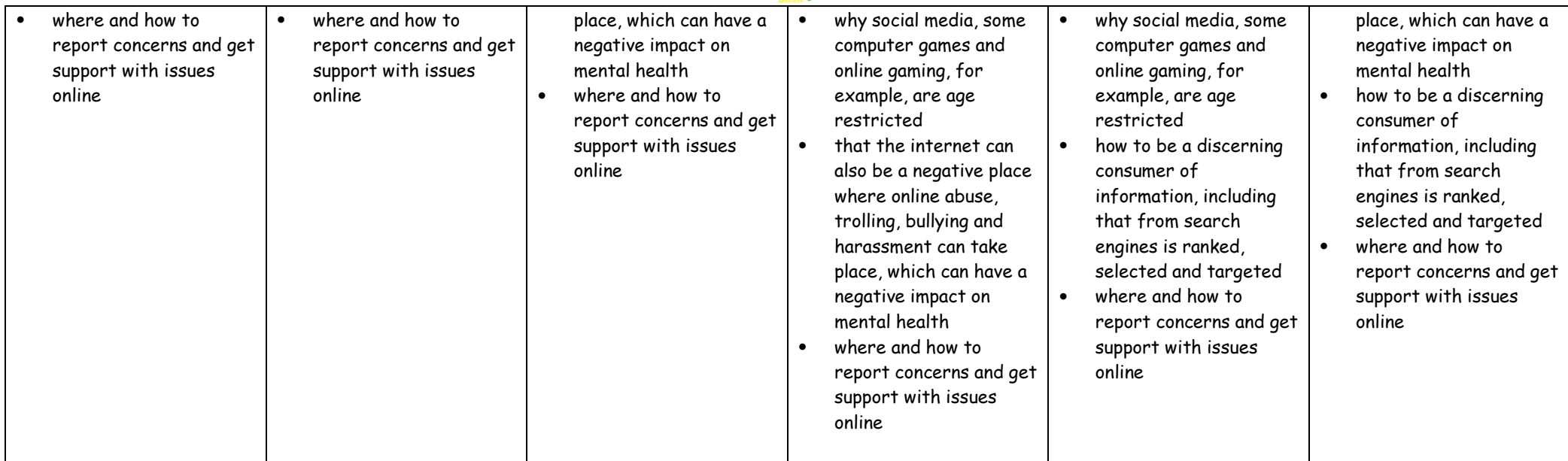| | | whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions | whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions | ability to control their emotions | ability to control their emotions |
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| | | • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough | • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough | | |

## Internet Safety and Harms

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| • That for most people the internet is an integral part of life and has many benefit<br>• why social media, some computer games and online gaming, for example, are age restricted | • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices<br>• why social media, some computer games and online gaming, for example, are age restricted | • why social media, some computer games and online gaming, for example, are age restricted<br>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take | • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing | • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private | • why social media, some computer games and online gaming, for example, are age restricted<br>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take |

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| • where and how to report concerns and get support with issues online | • where and how to report concerns and get support with issues online | place, which can have a negative impact on mental health<br>• where and how to report concerns and get support with issues online | • why social media, some computer games and online gaming, for example, are age restricted<br>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health<br>• where and how to report concerns and get support with issues online | • why social media, some computer games and online gaming, for example, are age restricted<br>• how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted<br>• where and how to report concerns and get support with issues online | place, which can have a negative impact on mental health<br>• how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted<br>• where and how to report concerns and get support with issues online |

## Physical Health and Fitness

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| • the characteristics and mental and physical benefits of an active lifestyle<br>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for | • the characteristics and mental and physical benefits of an active lifestyle<br>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for | • the characteristics and mental and physical benefits of an active lifestyle<br>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for | • the characteristics and mental and physical benefits of an active lifestyle<br>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for | • the characteristics and mental and physical benefits of an active lifestyle<br>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for | • the characteristics and mental and physical benefits of an active lifestyle<br>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for |

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| example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise<br>• the risks associated with an inactive lifestyle (including obesity) | example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise<br>• the risks associated with an inactive lifestyle (including obesity) | example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise<br>• the risks associated with an inactive lifestyle (including obesity)<br>• how and when to seek support including which adults to speak to in school if they are worried about their health | example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise<br>• the risks associated with an inactive lifestyle (including obesity)<br>• how and when to seek support including which adults to speak to in school if they are worried about their health | example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise<br>• the risks associated with an inactive lifestyle (including obesity)<br>• how and when to seek support including which adults to speak to in school if they are worried about their health | example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise<br>• the risks associated with an inactive lifestyle (including obesity)<br>• how and when to seek support including which adults to speak to in school if they are worried about their health |

## Healthy Eating

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| • what constitutes a healthy diet (including understanding calories, and other nutritional content)<br>• the principles of planning and preparing a range of healthy meals. | • the principles of planning and preparing a range of healthy meals.<br>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) | • the principles of planning and preparing a range of healthy meals. | • the principles of planning and preparing a range of healthy meals. | • the principles of planning and preparing a range of healthy meals.<br>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the | • the principles of planning and preparing a range of healthy meals.<br>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other |

| | | | | impact of alcohol on diet or health) | behaviours (e.g. the impact of alcohol on diet or health) |
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## Health and Prevention

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>• The facts and science relating to immunisation and vaccination<br>• know how to make a clear and efficient call to emergency services if necessary | • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn.<br>• The facts and science relating to immunisation and vaccination<br>• know how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries | • The facts and science relating to immunisation and vaccination | • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br>• The facts and science relating to immunisation and vaccination<br>• concepts of basic first-aid, for example dealing with common injuries, including head injuries | • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body<br>• The facts and science relating to immunisation and vaccination | • The facts and science relating to immunisation and vaccination<br>• concepts of basic first-aid, for example dealing with common injuries, including head injuries |

## Changing Adolescent Body

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|--------|--------|--------|--------|--------|
|        |        |        |        | • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes<br>• about menstrual wellbeing including the key facts about the menstrual cycle<br>about human reproduction | • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes<br>• about menstrual wellbeing including the key facts about the menstrual cycle<br>about human reproduction |

# PSHE – Health and Wellbeing

| Key Stage 1 | Key Stage 2 |
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| ✓ What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health<br>✓ Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences<br>✓ To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals<br>✓ Good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings<br>✓ Change and loss and the associated feelings (including moving home, losing toys, Pets or friends)<br>✓ The importance of, and how to, maintain personal hygiene<br>✓ How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading<br>✓ The process of growing from young to old and how people's needs change<br>✓ Growing and changing and new opportunities and responsibilities that increasing independence may bring<br>✓ Names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls<br>✓ That household products, including medicines, can be harmful if not used properly<br>✓ Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety<br>✓ People who look after them, their family networks, who to go to if they are worried and how to attract their attention | ✓ What positively and negatively affects their physical, mental and emotional health<br>✓ How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'<br>✓ To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet<br>✓ To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves<br>✓ To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals<br>✓ To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others<br>✓ To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these<br>✓ About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement<br>✓ To differentiate between the terms, 'risk', 'danger' and 'hazard'<br>✓ To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience<br>✓ To recognise how their increasing independence brings increased responsibility to keep themselves and others safe<br>✓ That bacteria and viruses can affect health and that following simple routines can reduce their spread |

- ✓ About the ways that pupils can help the people who look after them to more easily protect them Recognise that they share a responsibility for keeping themselves and others safe,
- ✓ when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- ✓ What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

- ✓ How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- ✓ To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- ✓ School rules about health and safety, basic emergency aid procedures, where and how to get help
- ✓ What is meant by the term 'habit' and why habits can be hard to change
- ✓ Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
- ✓ How their body will, and their emotions may, change as they approach and move through puberty
- ✓ Human reproduction
- ✓ Taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
- ✓ Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
- ✓ Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- ✓ About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- ✓ The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
- ✓ How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

# PSHE – Relationships

| Key Stage 1 | Key Stage 2 |
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| ✓ Communicate their feelings to others, to recognise how others show feelings and how to respond<br>✓ Recognise that their behaviour can affect other people<br>✓ The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid<br>✓ Recognise what is fair and unfair, kind and unkind, what is right and wrong<br>✓ Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class<br>✓ Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)<br>✓ Offer constructive support and feedback to others<br>✓ Identify and respect the differences and similarities between people<br>✓ Identify their special people (family, friends, carers), what makes them special and how special people should care for one another<br>✓ Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)<br>✓ That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)<br>✓ To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say<br>✓ To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable<br>✓ Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help | ✓ To recognise and respond appropriately to a wider range of feelings in others<br>✓ To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships<br>✓ To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support<br>✓ To recognise different types of relationship, including those between acquaintances, friends, relatives and families<br>✓ That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment<br>✓ That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves<br>✓ That their actions affect themselves and others<br>✓ To judge what kind of physical contact is acceptable or unacceptable and how to respond<br>✓ The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'<br>✓ To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view<br>✓ To work collaboratively towards shared goals<br>✓ To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves |

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| | ✓ That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)<br>✓ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)<br>✓ To recognise and manage 'dares'<br>✓ To recognise and challenge stereotypes<br>✓ About the difference between, and the terms associated with, sex, gender identity and sexual orientation<br>✓ How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)<br>✓ That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership<br>✓ That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others<br>✓ To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy |

## PSHE – Living in the Wider World

| Key Stage 1 | Key Stage 2 |
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| ✓ How they can contribute to the life of the classroom and school<br>✓ To help construct, and agree to follow, group, class and school rules and to understand how these rules help them<br>✓ That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and | ✓ To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people<br>✓ 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 |

feelings; being able to take turns, share and understand the need to return things that have been borrowed)

- ✓ That they belong to different groups and communities such as family and school
- ✓ What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- ✓ That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- ✓ About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- ✓ Ways in which they are all unique; understand that there has never been and will never be another 'them'
- ✓ Ways in which we are the same as all other people; what we have in common with everyone else
- ✓ About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special
- ✓ people when they need their help, including dialling 999 in an emergency.

- ✓ To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- ✓ That these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- ✓ To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- ✓ To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- ✓ That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- ✓ To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- ✓ What being part of a community means, and about the varied institutions that support communities locally and nationally
- ✓ To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- ✓ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- ✓ To consider the lives of people living in other places, and people with different values and customs
- ✓ About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- ✓ To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- ✓ That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- ✓ What is meant by enterprise and begin to develop enterprise skills
- ✓ To explore and critique how the media present information
- ✓ To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can

| | misrepresent or mislead; the importance of being careful what they forward to others |
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