



Progression in RSHE Skills

Curriculum reference	Pre Year 1	Year 1	Year 2	Year 3	Year 4	Year 5
Families and people who care for me	<p>Explain who is in their family</p> <p>Recognise that families are different</p>	<p>Explain why families are special.</p> <p>Identify ways that families care for each other</p> <p>Describe different types of families</p> <p>Say who they could talk to if they feel unhappy or unsafe</p>	<p>Recognise and respect similarities and differences between different types of family</p> <p>Recognise that stable caring relationships are at the heart of happy families</p> <p>Understand that Britain is a diverse place</p>	<p>Recognise that families come in many different forms</p> <p>Explain why families might be in different family arrangements</p> <p>Say how they could seek help or advice if they feel unhappy or unsafe</p>	<p>Explain how a marriage as a formal and legally recognised commitment between two people that is intended to be lifelong (RE: UC People of God)</p>	
Caring friendships	<p>Identify some attributes which make a good friend</p> <p>Demonstrate friendly behaviour</p> <p>Explain their own ideas and ask appropriate questions of others</p> <p>Ask questions of other people</p>	<p>Identify and describe a person who is special to them</p> <p>Describe a good friend</p> <p>Demonstrate skills to be a good friend</p> <p>Recognise friendly and unfriendly behaviours</p> <p>Recognise that choices have consequences both good and bad</p> <p>Recognise that choices can be right or wrong</p> <p>Begin to identify right and wrong and give reasons</p>	<p>Describe how their behaviour affects other people</p> <p>Play and work co-operatively with others</p> <p>Identify strategies to resolve simple arguments</p> <p>Explain why relationships might change</p> <p>Describe how we might deal with these changes</p>	<p>Describe features of a positive friendship</p> <p>Discuss feelings about arguments</p> <p>Know that choices require decisions</p> <p>Know that their actions have consequences and be able to anticipate the results of them</p> <p>Have shown effective decision making skills</p> <p>Recognise that they have opportunities to make choices for themselves</p> <p>Recognise some of the influences on their choices</p>	<p>Practise basic skills to think for themselves and manage some feelings</p> <p>Know that it is never acceptable to use violence to resolve arguments</p>	

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Respectful relationships	<p>Talk about their likes and dislikes</p> <p>Begin to understand their culture and identity while being sensitive to the differences of other people</p> <p>Talk about similarities and differences</p> <p>Use the names of the children and adults they meet in school</p> <p>Know that it is important to say please and thank you when asking for or receiving something</p>	<p>Describe the range of groups they belong to</p> <p>Describe how it might feel to be excluded from a group</p> <p>Use strategies to make sure everyone is included</p> <p>Recognise things which make us special and unique</p> <p>Recognise some of their own skills and attributes</p> <p>Recognise and respect similarities and differences between people</p> <p>Listen to other people's ideas and opinions</p> <p>Compromise with other children</p> <p>Describe different types of teasing</p> <p>Describe strategies for dealing with teasing</p> <p>Define what a bully is</p> <p>Explain what to do if they are being bullied</p> <p>Recognise what they do and say can affect others in a positive or negative way</p> <p>Recognise the importance of saying sorry if they have hurt or upset somebody</p>	<p>Recognise that they are members of groups and communities</p> <p>Describe similarities between people of different races in the UK</p> <p>Understand that Britain is a diverse place</p> <p>Take part in a discussion with their class</p> <p>Identify that there are different types of teasing and bullying</p> <p>Recognise that teasing and bullying are wrong and unacceptable</p> <p>Explain how to resist teasing and bullying, if they experience or witness it</p> <p>Say who they could go to and how to get help</p> <p>Begin to show consideration for other people in their actions and interactions.</p> <p>Talk about permission seeking in different scenarios</p>	<p>Describe themselves in a range of ways</p> <p>List their own strengths</p> <p>Describe how they can contribute positively to the school</p> <p>Describe what a community is</p> <p>Identify some institutions which support the community</p> <p>Identify similarities and differences between local communities</p> <p>Recognise the range of identities in our wider community today</p> <p>Say what a stereotype is and give an example</p> <p>Talk about permission seeking in the context of relationships with peers and adults</p> <p>Understand that self respect and respect for others is important and be able to explain the idea of win-win, win-lose and lose-lose when making choices</p>	<p>Recognise the range of identities in Britain today</p> <p>Explain why respect and tolerance are important</p> <p>Express an opinion in a respectful way</p> <p>Show a good understanding of courtesy and manners through their actions and interactions with others</p> <p>Say why a stereotype can be unhelpful or unfair</p> <p>Demonstrate a good understanding of the conventions of manners and courtesy in their dealings with others</p>	
Online relationships	<p>**See progression grid for ICT for information on internet safety covered in ICT sessions**</p>		<p>Name some unsafe situations</p>	<p>Understand and be able to resist peer and media pressure</p>	<p>Explain ways to keep themselves safe online</p>	

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Being safe	<p>Explain what safety means to them</p> <p>Explain the need to be safe</p> <p>Begin to recognise their right to be safe</p>	<p>Know who to ask for help for self or for others</p> <p>Know that each person's body belongs to them</p> <p>Know that nobody should hurt you or make you feel unsafe</p> <p>Say how they might respond to adults they do not know in different contexts</p>	<p>Describe how to keep themselves safe in relation to people</p> <p>Explain the difference between secrets and surprises</p> <p>Recognise that they should not keep adult's secrets</p>	<p>Know that pressure to behave in an unacceptable way can come from a variety of people.</p> <p>Judge what type of physical contact is acceptable or unacceptable</p> <p>Explain what they can do if they experience unacceptable touches</p> <p>Explain which parts of their body are private</p> <p>Explain the underwear rule</p> <p>Explain the difference between secrets and surprises</p> <p>Know who can help and support them</p>	<p>Explain that some parts of their body are private</p> <p>Understand that nobody should make them do something they don't want to do or makes them feel bad</p> <p>Recognise that they have the right to say no</p> <p>Know when they should or should not agree to keep something confidential or secret</p> <p>Know when it is right to 'break a confidence' or 'share a secret'</p>	
Mental wellbeing	<p>Identify ways to make someone feel better</p> <p>Identify and talk about some of their own feelings</p>	<p>Identify things that make them happy</p> <p>Talk about different emotions they or a story character may have felt</p> <p>Talk about activities they enjoy out of school</p>	<p>Identify and implement behaviours that can make others happy</p> <p>Recognise and name a range of feelings (positive & negative)</p> <p>Recognise how they have dealt with a negative feeling</p> <p>Explain ways to deal with different feelings, particularly negative ones</p> <p>Recognise that bullying can have a lasting negative impact on mental wellbeing</p> <p>Talk about hobbies and interests that they enjoy</p> <p>Know that it is important to feel included, try to include others and say who they could speak to if they felt lonely or isolated</p> <p>Begin to recognise that we all</p>	<p>Have some ideas about how to recognise negative feelings and behaviour</p> <p>Recognise that cyber bullying can have a negative and often lasting impact on mental wellbeing</p> <p>Talk about the positive benefits of hobbies and interests</p> <p>Begin to recognise that all humans experience a range and scale of different emotions in relation to different experiences</p> <p>Begin to appreciate that we have control over the way we react and respond to different situations and emotions</p>	<p>Have discussed their feelings about arguments and violence</p> <p>Accept their own feelings and understand how they affect behaviour</p> <p>Say where and how to get help, share feelings and help themselves</p> <p>Recognise strong feelings and when they may have these</p> <p>Describe ways to deal positively with experiences and situations of loss, separation and death</p> <p>Begin to judge whether what they are feeling and how they are behaving is</p>	

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			experience a range of emotions in response to different experiences and situations		appropriate and proportionate	
Internet safety and harms	**See progression grid for ICT for information on internet safety covered in ICT sessions**				Explain ways to stay safe online	
Physical health and fitness	Identify things that keep us healthy	Name a range of things that help them keep physically healthy Talk about how exercise makes them feel	Describe the contribution physical activity and sleep make to our well being Talk about the benefits of regular exercise	Talk about their own exercise routines and how this makes them feel, mentally and physically	Begin to think about the risks associated with an inactive lifestyle Know who to talk to in school if they are worried about their health	
Healthy eating	Identify foods which help to keep us healthy	Begin to recognise that healthy diet includes a wide range of different foodstuffs Begin to recognise the difference between healthy foodstuffs that should make up most of our diet and foods that are best eaten less often	Describe the components of a healthy diet Put together a healthy lunchbox	List the opportunities they have to make choices for themselves Recognise some of the influences on their choices List some of the components of a balanced diet Recognise balanced meals, suggest ways to make a meal more balanced Reflect on their own diet Explain the benefits of eating healthily Express an opinion on a food related issue	Express an opinion on a food related issue, based on its nutritional content	
Drugs, alcohol and tobacco	Know that they must not touch medicines or anything they are not sure about Know that they should never drink or put	Explain rules for being safe around medicines Identify some things which can be harmful if they go inside your body Use strategies to overcome	Explain why there is the need for rules for being safe around medicines Describe how to keep themselves safe in relation to unsafe things	Explain that medicines should be used properly or they can be harmful Identify risk in a range of situations Recognise that sometimes we	List potential hazards at home, in school and the local area Identify possible dangers from the hazards Define risk	

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	<p>something in their mouth that hasn't been given to them to eat</p>	<p>worries about a substance going into their body Identify some things that might be dangerous in their home Explain what they might do if they find something dangerous at home</p>	<p>Name some unsafe situations</p>	<p>know what to do but we do something else Know that pressure to behave in an unacceptable or risky way can come from a variety of people Understand and be able to resist peer and media pressure</p>	<p>Explain reasons medicines could be dangerous Recognise that not all drugs are medicines Understand how smoking can affect health Explain some of the benefits of being a non-smoker Understand what a habit is Recognise that habits can be both good and bad</p>	
Health and prevention	<p>Wash their hands effectively Be able to brush their teeth Explain why brushing teeth is important Know that it is important to wear sunscreen and a hat on a sunny day and stay in the shade</p>	<p>Name a range of things that help keep them physically healthy Begin to understand why it is important to stay safe in the sun</p>	<p>Describe the contribution sleep makes to our wellbeing Describe how to keep different parts of their body clean Describe how common infections are spread Explain ways to limit or avoid infections Talk about how to stay safe in the sun and begin to take responsibility for their own sun safety</p>	<p>Know the benefits of good oral hygiene Know who they can talk to in school about unexplained changes in their body Take responsibility for their own sun safety</p>	<p>Identify a range of things that keep them healthy Explain what makes them ill Recognise ways to reduce the spread of bacteria and viruses Describe ways we can help ourselves feel better when we are ill Identify different types of allergies Describe what to do if they are with someone who is having a severe allergic reaction Recognise that some diseases can be prevented through vaccination and immunisation</p>	

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Basic first aid	<p>Know to tell an adult if they or somebody else is unwell</p> <p>**delivered by 'Start a Heart'**</p>	<p>Remember that 999 is the number to call in an emergency</p> <p>Know when and where to get help</p>	<p>Know how to make a call to the emergency services</p>	<p>Know the basics of checking ABC (Airways, Breathing, Circulation) and how to summon help for somebody hurt or unwell.</p>	<p>Know how to put somebody in the recovery position</p>	
Changing adolescent body		<p>Name the main parts of the body</p> <p>Describe how they have changed since they were born</p> <p>Describe how they might change in the future</p> <p>Identify some new opportunities and responsibilities they may have as they grow up</p>	<p>Name boy and girl body parts</p> <p>Describe the differences and similarities between boys and girls</p> <p>Question assumptions about what boys and girls can do</p>	<p>Name the main internal and external parts of the body</p> <p>Understand the differences between male and female and learn the agreed names of the sexual parts</p> <p>Identify the differences between males and females</p>	<p>Explain that during puberty the body changes from a child to an adult</p> <p>Reflect on how they have changed and how they may change</p> <p>Know that changes are a natural part of growing up and that change is a gradual process</p> <p>Say who they can talk to if they have concerns</p> <p>Explain that feelings change during puberty and that their feelings and actions can impact on others</p> <p>Explain that feelings change during puberty and that their feelings and actions can impact on others</p>	