



PHSE and RSE Skills Progression Map



Subject: PSHE and RSE

Skills Coverage /development	EYFS – what skills are developed in this subject	Y1	Y2	Y3	Y4	Skills all children leave lower school with
Healthy Lifestyles	Know the importance of physical exercise and a healthy diet Dressing and going to the toilet independently Knowing when they are hungry and thirsty Talk about ways to keep healthy and safe	Healthy body and hygiene Being safe in the sun H1 What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2 To 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 H6. The importance of, and how to, maintain personal hygiene	Healthy mind – understanding feelings H1 What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2 To 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 H6. The importance of, and how to, maintain personal hygiene	Balanced diet – healthy food choices and risks associated with unhealthy eating H1. What positively and negatively affects their physical, mental and emotional health H2. 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’ H3. 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 H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread	Lifestyle – drugs (every day medication), hygiene and germs, exercise and risk of inactive lifestyle Dental health and hygiene Who to speak to if they have concerns about their health H1. what positively and negatively affects their physical, mental and emotional health H2. 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’ H3. 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	Understanding what makes a healthy lifestyle – food, hygiene, every day drugs, feelings, exercise

<p>Growing and changing</p>	<p>Change of routine (understand that change happens and take change in their stride)</p>	<p>Change and loss and how it feels</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H8. about the process of growing from young to old and how people’s needs change</p> <p>H9. about new opportunities and responsibilities that increasing independence may bring</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p>	<p>Growing, changing</p> <p>Being more independent</p> <p>Correct names for body parts</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H8. about the process of growing from young to old and how people’s needs change</p> <p>H9. about new opportunities and responsibilities that increasing independence may bring</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>R7. to offer constructive support and feedback to others</p>	<p>Describing feelings, including conflicting feelings</p> <p>How to manage feelings</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p>Changes at puberty</p> <p>Changes that happen in life, including future changes and feelings surrounding these</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H11. to recognise how their increasing independence brings increased responsibility to</p>	<p>Understanding how the body changes and dealing with changing feelings and change in life</p>
------------------------------------	---	--	--	--	--	---

					keep themselves and others safe	
Keeping safe	<p>Understanding the need for safety and managing risks</p> <p>Talk about ways to keep safe</p>	<p>Keeping safe in the home</p> <p>H2 to 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</p> <p>H12. rules for responsible ICT use and online safety, road safety, cycle safety and safety in the environment, water safety</p> <p>H15. to 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</p> <p>R3. 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</p> <p>R4. to recognise what is fair and unfair, kind and</p>	<p>Keeping safe in different situations, including fire safety, in the sun and online safety</p> <p>Privacy in different contexts, including online</p> <p>H2 to 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</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>H12. rules for responsible ICT use and online safety, road safety, cycle safety and safety in the environment, water safety</p>	<p>Health and safety in school</p> <p>Emergency first aid</p> <p>Knowing who can help us stay healthy and safe</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H21. 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)</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>R8. to judge what kind of physical contact is acceptable</p>	<p>Keeping safe in the local area and online – inc effects of being online and how it can affect mental health, age restrictions on games and social media</p> <p>Knowing who can help us stay healthy and safe</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the</p>	<p>Keeping safe in the home, the local area and online</p> <p>Knowing who can help and asking for help</p>

		<p>unkind, what is right and wrong</p> <p>L10. 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.</p> <p>Asking for help</p>	<p>H15. to 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</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> <p>R3. 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</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and</p>	<p>or unacceptable and how to respond</p> <p>R9. 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'</p> <p>L6. 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</p>	<p>distribution of images of themselves and others</p> <p>H24. 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.)</p> <p>H25. 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</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. 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'</p>	
--	--	--	---	---	---	--

			<p>protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p>		<p>R14. 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)</p> <p>R15. to recognise and manage 'dares'</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>L6. 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</p> <p>L18. 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</p>	
--	--	--	---	--	--	--

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

Skills Coverage /development	EYFS – what skills are developed in this subject	Y1	Y2	Y3	Y4	Skills all children leave lower school with
Rights and Responsibility	<p>Take care of things that don't belong to you</p> <p>Responsibility of your own needs and others</p> <p>They say when they do or don't need help.</p>	<p>Rules, group and class – courtesy and manners</p> <p>Similarities and differences</p> <p>We are all unique</p> <p>H9. about new opportunities and responsibilities that increasing independence may bring</p> <p>H12. rules for responsible ICT use and online safety, road safety, cycle safety and safety in the environment, water safety</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p>	<p>Rules, group and class – courtesy and manners</p> <p>Respecting own and everybody's needs</p> <p>Local community and who works there</p> <p>Where to get help in an emergency</p> <p>H9. about new opportunities and responsibilities that increasing independence may bring</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p>	<p>Health and well-being issues – discuss and debate</p> <p>Being part of the community</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>Health and well-being issues – discuss and debate</p> <p>Appreciating difference and diversity in the UK and around the world</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>R9. 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'</p> <p>R15. to recognise and manage 'dares'</p>	<p>Appreciate differences</p> <p>Show respect to cultural diversity in the UK and around the world</p> <p>Be able to discuss and debate</p>

		<p>H15. to 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</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as</p>	<p>H12. rules for responsible ICT use and online safety, road safety, cycle safety and safety in the environment, water safety</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to 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</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> <p>R4. to recognise what is fair and unfair, kind and</p>	<p>R9. 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'</p> <p>L6. 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</p> <p>L7. 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</p>	<p>R16. to recognise and challenge stereotypes</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L6. 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</p> <p>L17. to explore and critique how the media present information</p> <p>L18. 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</p>	
--	--	--	--	--	---	--

		<p>all other people; what we have in common with everyone else</p>	<p>unkind, what is right and wrong</p> <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all</p>			
--	--	--	--	--	--	--

			other people; what we have in common with everyone else			
Environment	Caring for living things	<p>Looking after the school environment</p> <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p>	<p>Looking after the local environment</p> <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L5. what improves and harms their local, natural and built environments and</p>	<p>Understanding their responsibility to the environment – Dunstable/UK</p> <p>L7. 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</p>	<p>Understanding their responsibility to the environment across the world</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L17. to explore and critique how the media present information</p>	<p>Understanding of the environment locally, nationally and across the world</p>

			develop strategies and skills needed to care for these (including conserving energy)			
Money	Recognise coins and their value	Where money comes from How to use money – spending and saving H9. about new opportunities and responsibilities that increasing independence may bring	Making choices – keeping track of money spent/ saved L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. 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	Enterprise, what it means Developing skill sin enterprise	Role of money, managing money, inc budgeting What is meant by investment L13. about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer L16. what is meant by enterprise and begin to develop enterprise skills	What is money, where it comes from and how to manage it

Skills Coverage /development	EYFS – what skills are developed in this subject	Y1	Y2	Y3	Y4	Skills all children leave lower school with
Feelings and emotions	<p>Talk about feelings and behavior and know what's acceptable/ not acceptable and consequences</p> <p>Confident to try new activities and say why they like some activities more than others. Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	<p>Recognising and talking about feelings in self and others, sharing feelings (inc family)</p> <p>H2 to 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</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p>Behaviour, bodies and feelings can be hurt</p> <p>H2 to 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</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p>Recognising feelings and responding to how others feel</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H6. 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</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the</p>	<p>Privacy and secrets – knowing when to break confidence</p> <p>Boundaries</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H6. 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</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>R7. that their actions affect themselves and others</p>	<p>Recognise feelings in themselves and others and respond appropriately</p>

		<p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell</p>	<p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R7. to offer constructive support and feedback to others</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell them)</p>	<p>environment (including rail, water and fire safety)</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R12. 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</p> <p>L6. 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</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view,</p>	<p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R11. to work collaboratively towards shared goals</p> <p>R14. 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)</p> <p>L6. 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</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L18. to critically examine what is presented to them in social media and why it is</p>	
--	--	---	--	--	--	--

		and how to tell them) R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	making decisions and explaining choices	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	
Healthy relationships	Play co-operatively, listen to others and take turns Sensitive to others needs etc and form positive relationships They work as part of a group or class and understand and follow the rules.	Secrets, keeping safe, special people/family life and caring for each other at home and wider society H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings H12. rules for responsible ICT use and online safety, road safety, cycle safety and safety in the environment, water safety	Listening and co-operating Respectful relationships, including manners Bullying and stereotyping H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings H14. about the ways that pupils can help	Healthy friendships – characteristics Managing conflict Trust – who to ask for help/advice H1. what positively and negatively affects their physical, mental and emotional health H2. 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'	Physical contact and conflict amongst peers How to report concerns/abuse and get help (inc online) H1. what positively and negatively affects their physical, mental and emotional health H2. 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' H6. to deepen their understanding of good and not so good feelings, to	Recognise a healthy relationship

		<p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to 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</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and</p>	<p>the people who look after them to more easily protect them</p> <p>H15. to 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</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R3. 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</p> <p>R4. to recognise what is fair and unfair, kind</p>	<p>H6. 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</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R10. to listen and respond respectfully to a wide range</p>	<p>extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H25. 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</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	
--	--	--	--	---	---	--

		<p>the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable,</p>	<p>and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R7. to offer constructive support and feedback to others</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p>	<p>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</p> <p>R12. 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</p> <p>L6. 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</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R10. 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</p> <p>R11. to work collaboratively towards shared goals</p> <p>R16. to recognise and challenge stereotypes</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities;</p>	
--	--	--	---	--	--	--

		<p>unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p>(including who to tell and how to tell them)</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>		<p>to develop strategies for getting support for themselves or for others at risk</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	
--	--	--	---	--	--	--

<p>Valuing difference</p>	<p>Understand that people may not enjoy the same things</p> <p>Know about similarities and differences between themselves and others</p>	<p>Knowing and respecting we are different (inc families)</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>L8. ways in which they are all unique; understand that there has never been another 'them'</p>	<p>Knowing and respecting others and beliefs of wider society and marriage</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R8. to identify and respect the differences and similarities to different groups and communities such as family and school</p> <p>L8. ways in which they are all unique; understand that there has never been another 'them'</p>	<p>Recognise and respond to bullying inc online</p> <p>Stay safe online</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R10. 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</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop</p>	<p>Listen to others and share points of view</p> <p>Respect others point of view</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R10. 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</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>L1. to research, discuss and debate topical issues,</p>	<p>Respect others</p>
----------------------------------	--	--	--	---	--	-----------------------

		will never be another 'them'		<p>strategies for getting support for themselves or for others at risk</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p>	<p>problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities;</p> <p>to develop strategies for getting support for themselves or for others at risk</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>L17. to explore and critique how the media present information</p>	
--	--	------------------------------	--	---	--	--