

# RSHE Progression Map

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<b>Family and Relationships</b>	<ul style="list-style-type: none"> <li>• explore why families and special people are valuable</li> <li>• understand why it is important to share and develop strategies to help</li> <li>• to see themselves as as a valuable individual</li> <li>• explore diversity by recognising similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• understand how friends can have both similarities and differences</li> </ul> <p><b>global curriculum skill: show interest in, and concern for others outside immediate circle and in contexts different to own</b></p> <ul style="list-style-type: none"> <li>• explore family relationships and how people are related</li> <li>• explore situations when someone's</li> </ul>	<ul style="list-style-type: none"> <li>• understand that different families can be made up of different people</li> <li>• understand how friends can have both similarities and differences</li> <li>• explore how to play and work cooperatively in different groups and situations</li> </ul> <p><b>global curriculum skill: participate in discussions about issues that affect self,</b></p>	<ul style="list-style-type: none"> <li>• recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> </ul> <p><b>global curriculum skill: value what contributes to own identity</b></p> <ul style="list-style-type: none"> <li>• understand that being part of a family provides support,</li> </ul>	<ul style="list-style-type: none"> <li>• understand that all families are varied including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents and different in this country and around the world</li> </ul> <p><b>global curriculum skills: diversity of cultures and societies within and beyond own experience</b></p>	<ul style="list-style-type: none"> <li>• understand that sometimes families can make children unhappy and unsafe and what they can do if this happens</li> </ul> <p><b>global curriculum skills wider causes and effects of poverty, inequality and exclusion</b></p> <ul style="list-style-type: none"> <li>• recognise what qualities a good friend should have, which of these they have and</li> </ul>	<ul style="list-style-type: none"> <li>• compare the features of a healthy and unhealthy friendship</li> <li>• discuss the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• develop strategies to respond to pressure from friends</li> <li>• learn how to assess the risk of different online 'challenges'</li> </ul>	<ul style="list-style-type: none"> <li>• know that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> </ul>

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		<p>body or feelings might be hurt and whom to go to for help</p> <p><b>global curriculum skill: show awareness of, and concern for people's feelings</b></p> <ul style="list-style-type: none"> <li>recognise the skills needed to work together and understand ways to overcome friendship problems.</li> </ul> <p><b>global curriculum skill: begin to show tact and diplomacy</b></p> <ul style="list-style-type: none"> <li>understand how the</li> </ul>	<p><b>others and the wider world</b></p> <ul style="list-style-type: none"> <li>identify how to be a good friend, e.g. kindness, listening, honesty</li> <li>understand different ways that people meet and make friends</li> <li>know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul> <p><b>global curriculum skill: participate in discussions about issues that affect self,</b></p>	<p>stability and love</p> <ul style="list-style-type: none"> <li>describe positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>explore the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> </ul> <p><b>global curriculum skills; strategies for managing, resolving and preventing conflict, including</b></p>	<ul style="list-style-type: none"> <li>recognise that families offer support however they can experience difficulties or problems</li> <li>differentiate between playful teasing, hurtful behaviour and bullying</li> <li>explain how to respond if they witness or experience hurtful behaviour or bullying</li> </ul> <p><b>global curriculum skills; explore reasons for negative feelings towards others and in new or</b></p>	<p>which they could develop</p> <p><b>global curriculum skills discern how people are feeling through their words, body language, gestures and tone</b></p> <ul style="list-style-type: none"> <li>explain how to respond if they witness or experience hurtful behaviour or bullying,</li> <li>differentiate between playful teasing, hurtful behaviour and bullying</li> <li>recognise how to manage pressures associated with dares</li> </ul>	<p>and 'dares'</p> <ul style="list-style-type: none"> <li>identify how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> </ul> <p><b>global curriculum skills; recognise how different backgrounds, beliefs and personalities affect behaviour and world views</b></p> <ul style="list-style-type: none"> <li>understand how to get advice and report concerns about personal</li> </ul>	

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		<p>actions of others can affect people.</p> <ul style="list-style-type: none"> <li>begin to identify what is meant by stereotype</li> </ul>	<p><b>others and the wider world</b></p> <ul style="list-style-type: none"> <li>state opinions and start to give reasons for these</li> <li>discuss strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>understand what causes arguments between friends</li> <li>understand how to recognise hurtful behaviour</li> </ul> <p><b>global curriculum skills causes of disagreement and conflict at personal, classroom and</b></p>	<p><b>‘win-win’ solutions</b></p> <ul style="list-style-type: none"> <li>identify if/when something in a family might make someone upset or worried.</li> </ul> <p><b>global curriculum skills; adapt behaviour to take into account feelings of others</b></p> <ul style="list-style-type: none"> <li>discuss what to do and whom to tell if there are problems in the family relationship</li> <li>understand what a healthy friendship looks like and</li> </ul>	<p><b>difficult situations</b></p> <ul style="list-style-type: none"> <li>recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>global curriculum skills; strategies for managing, resolving and preventing conflict, including ‘win-win’ solutions</li> <li>recognise how to manage pressures associated with dares</li> </ul>	<ul style="list-style-type: none"> <li>identify how to report concerns and seek help if worried or uncomfortable about someone’s behaviour</li> <li>identify what makes a healthy friendship and how they make people feel included</li> <li>develop strategies to help someone feel included</li> <li>understand peer influence and how it can make people feel or behave</li> <li>examine the impact of the need for peer approval in different situations,</li> </ul>	<p>safety,</p> <ul style="list-style-type: none"> <li>recognise what consent means and how to seek and give/not give permission in different situations.</li> <li>understand that everyone deserves respect but respect can be lost.</li> <li>recognise the link between value and behaviour and how to be a positive role model</li> </ul> <p><b>global curriculum skills; discern how people are feeling through their words, body language, gestures and</b></p>	

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			<p><b>household levels</b></p> <ul style="list-style-type: none"> <li>explain how to positively resolve arguments between friends</li> </ul> <p><b>global curriculum skills; some ways of avoiding, managing and resolving conflict</b></p> <ul style="list-style-type: none"> <li>identify how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone</li> <li>understand what to do and whom to tell if they see</li> </ul>	<p>that conflicts can be resolved.</p> <p><b>global curriculum skills; valuing difference</b></p> <ul style="list-style-type: none"> <li>understand that bullying and hurtful behaviour is unacceptable in any situation</li> <li>identify the effects and consequences of bullying for the people involved</li> <li>explain what to do and whom to tell if they see or experience bullying or hurtful behaviour. global</li> </ul>	<ul style="list-style-type: none"> <li>discuss when it is right to keep or break a confidence or share a secret</li> <li>identify how to report concerns and seek help if worried or uncomfortable about someone's behaviour</li> <li>recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> </ul> <p><b>global curriculum skills; positivity about the ways in which one is both similar to</b></p>	<p>including online</p> <ul style="list-style-type: none"> <li>develop strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>understand that it is common for friendships to experience challenges</li> <li>use strategies to positively resolve disputes and reconcile differences in friendships</li> </ul> <p><b>global curriculum skills; wider causes and</b></p>	<p><b>tone</b></p> <ul style="list-style-type: none"> <li>explore how to resolve conflict through negotiation and compromise</li> <li>understand how to challenge points of view they disagree with constructively global curriculum skills; challenge viewpoints which perpetuate inequality and injustice</li> <li>describe ways to participate effectively in discussions online and manage conflict or</li> </ul>	

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			<p>or experience hurtful behaviour</p> <ul style="list-style-type: none"> <li>• identify what bullying is and different types of bullying</li> <li>• explain how someone may feel if they are being bullied</li> </ul> <p><b>global curriculum skill: recognise effects of own behaviour on others and use this to help make choices</b></p> <ul style="list-style-type: none"> <li>• identify the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to</li> </ul>	<p>curriculum skills; adapt behaviour to take into account feelings of others</p> <ul style="list-style-type: none"> <li>• recognise respectful behaviours e.g. helping or including others, being responsible</li> </ul> <p><b>global curriculum skill: recognising the benefits of listening to a range of different perspectives and viewpoints</b></p> <ul style="list-style-type: none"> <li>• learn how to model respectful behaviour in different situations e.g.</li> </ul>	<p><b>others and uniquely different</b></p> <ul style="list-style-type: none"> <li>• explore the importance of respecting the differences and similarities between people</li> </ul> <p><b>global curriculum skills; adapt behaviour to take into account feelings of others</b></p> <ul style="list-style-type: none"> <li>• gain vocabulary to sensitively discuss difference and include everyone</li> <li>• recognise male and female</li> </ul>	<p><b>effects of conflict at all levels</b></p> <ul style="list-style-type: none"> <li>• understand that friendships can change over time and the benefits of having new and different types of friends</li> <li>• global curriculum skills; analyse own and others' assumptions about people and issues keep mind open to new ideas</li> <li>• explore how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• identify when and how to</li> </ul>	<p>disagreements</p> <p><b>global curriculum skills; willingness to challenge prejudiced and discriminatory views</b></p> <ul style="list-style-type: none"> <li>• understand that people who love each other can be of any gender, ethnicity or faith</li> <li>• explore the qualities of healthy and respectful relationships and understand that respect is two-way.</li> </ul> <p><b>global curriculum skills; evaluate</b></p>	

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			<p>get help global curriculum skill: ask for help if unsure what to do</p> <ul style="list-style-type: none"> <li>recognise how to resist pressure to do something that feels uncomfortable or unsafe</li> </ul> <p><b>global curriculum skill: take action when something is unfair</b></p> <ul style="list-style-type: none"> <li>explore how to manage big feelings including those associated with change, loss and bereavement</li> </ul>	<p>at home, at school, online</p> <ul style="list-style-type: none"> <li>identify the importance of self-respect and their right to be treated respectfully by others</li> <li>explore what it means to treat others, and be treated, politely</li> <li>explore the ways in which people show respect and courtesy in different cultures and in wider society</li> <li>understand why trust is an important part of positive relationships</li> </ul> <p><b>global curriculum skills; work cooperatively to</b></p>	<p>stereotyped characters</p> <ul style="list-style-type: none"> <li>recognise stereotypes can relate to a number of factors including disability</li> </ul> <p><b>global curriculum skills; belief that it is everyone's responsibility to challenge prejudice and discrimination</b></p> <ul style="list-style-type: none"> <li>explore how to help following a bereavement</li> </ul>	<p>seek support in relation to friendships</p> <ul style="list-style-type: none"> <li>understand that attitudes and laws around gender equality have changed over time</li> <li>explore the impact of stereotypes and how these can lead to discrimination (race and religion)</li> </ul> <p><b>global curriculum skills; impacts of stereotyping, prejudice and discrimination and how to challenge these.</b></p>	<p><b>ways in which own emotions, words and behaviour can affect people both locally and globally</b></p> <ul style="list-style-type: none"> <li>discuss ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>explain what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>know that people have</li> </ul>	

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			<ul style="list-style-type: none"> <li>recognise what gender stereo types are in relation to careers</li> </ul>	<b>solve problems or achieve goals</b> <ul style="list-style-type: none"> <li>recognise that stereotypes are present in everyday life</li> <li>recognise that stereotypes exist based on a number of factors (gender/age)</li> </ul>			the right to choose whom they marry or whether to get married <ul style="list-style-type: none"> <li>recognise and understand that grief is the process we go through when someone close to us dies and that loss and change can cause a range of emotions</li> </ul>	
<b>Vocabulary</b>		behaviour care emotions family feelings friend friendly problem stereotype respect	friendship relationship love manners respect agree disagree resolve similar different healthy unhealthy	harmful hurtful conflict comfortable uncomfortable bullying communicate empathy open questions similar solve courtesy stereotype	bullying communicate stereotype sympathy trust prejudice discrimination aspiration pressure	act of kindness authority bereavement boundaries bystander permission inequality poverty exclusion	authority conflict earn expectation grief grieving resolve attributes bullying bystander cyberbullying marriage secret	



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							wedding	
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>to explore different coping strategies to help regulate our emotions</li> <li>to identify our own feelings</li> <li>to consider the reasons behind our emotions</li> <li>to explore different facial expressions and what they mean.</li> </ul>	<ul style="list-style-type: none"> <li>explore different kinds of feelings global curriculum skill: show awareness of, and concern for people's feelings</li> <li>understand how to recognise feelings in themselves and others how feelings can affect how people behave global curriculum skill: show awareness of, and concern for people's feelings</li> <li>understanding their feelings</li> </ul>	<ul style="list-style-type: none"> <li>recognise a range of feelings and developing simple strategies for managing them</li> </ul> <p><b>global curriculum skills: some ways of avoiding, managing and resolving conflict</b></p> <ul style="list-style-type: none"> <li>identify routines and habits for maintaining good physical and mental health</li> <li>explain why sleep and rest are important</li> </ul>	<ul style="list-style-type: none"> <li>understand the choices that people make in daily life that could affect their health</li> <li>identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them habits and that sometimes they can be maintained, changed or stopped</li> </ul>	<ul style="list-style-type: none"> <li>identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally by creating a diary</li> <li>explain what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> </ul>	<ul style="list-style-type: none"> <li>explain how sleep contributes to a healthy lifestyle</li> <li>understand the benefits of sleep and how to maintain sleep strategies</li> <li>identify the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>describe strategies to help manage</li> </ul>	<ul style="list-style-type: none"> <li>understand that mental health is just as important as physical health and that both need looking after</li> <li>recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>explore how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>that happiness is linked to being connected to others.</li> </ul>

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		<p>and emotions and start develop simple strategies to manage them</p> <p><b>global curriculum skills: some ways of avoiding, managing and resolving conflict</b></p> <ul style="list-style-type: none"> <li>• explain what it means to be healthy and why it is important</li> <li>• identify ways to take care of themselves on a daily basis</li> <li>• know about basic hygiene routines, e.g. hand washing</li> <li>• know about healthy and unhealthy</li> </ul>	<p>for growing and keeping healthy</p> <ul style="list-style-type: none"> <li>• recognise that medicines, including vaccinations and immunisations , can help people stay healthy and manage allergies</li> <li>• recognise the importance of and routines for brushing teeth and visiting the dentist.</li> <li>• identify ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> </ul>	<ul style="list-style-type: none"> <li>• explore the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• explain what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> </ul>	<ul style="list-style-type: none"> <li>• understand how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• identify the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> <li>• begin to understand what mental health is and who can help if it is needed</li> </ul>	<p>feelings of failure and how to embrace failure</p> <ul style="list-style-type: none"> <li>• develop strategies to set short-term, medium-term and long-term goals</li> </ul> <p>global curriculum link; explore multiple perspectives and alternative visions of the future</p> <ul style="list-style-type: none"> <li>• explain how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and</li> </ul>	<ul style="list-style-type: none"> <li>• understand that there are situations when someone may experience mixed or conflicting feelings</li> </ul> <p>global curriculum skills; recognise personal strengths and weaknesses</p> <ul style="list-style-type: none"> <li>• explain how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• recognise that if someone experiences feelings that are not so good (most or all of the time) – help and</li> </ul>	

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		foods, including sugar intake <ul style="list-style-type: none"> <li>• explore physical activity and how it keeps people healthy (sleep)</li> <li>• explore different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• identify people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• understand how to keep safe in the sun</li> </ul>	<b>global curriculum skills; what contributes to self-identity and belonging</b> <ul style="list-style-type: none"> <li>• develop a growth mindset and identify strategies to help overcome these barriers or manage difficult emotions</li> </ul> <b>global curriculum skills; recognise effects of own behaviour on others and use this to help make choices</b>	<ul style="list-style-type: none"> <li>• identify some of the different ways people express feelings e.g. words, actions, body language, and how to recognise how feelings can change overtime and become more or less powerful</li> <li>• recognise their own strengths and the impact this can have on others</li> </ul>		immunisations that bacteria and viruses can affect health <ul style="list-style-type: none"> <li>• understand how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• recognise the shared responsibility of keeping a clean environment</li> </ul>	support is available <ul style="list-style-type: none"> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• understand the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• explore that changes can mean people experience feelings of loss or grief</li> </ul>	

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				<p><b>global curriculum skills; express own views and ideas on issues clearly, using a range of appropriate methods</b></p> <ul style="list-style-type: none"> <li>• develop the skill resilience to break down barriers into smaller, achievable goals</li> </ul>			<p>about the process of grieving and how grief can be expressed</p> <ul style="list-style-type: none"> <li>• develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• identify what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	

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<b>Vocabulary</b>		healthy, unhealthy, self care, exercise, hygiene, physical, safe, unsafe. special, unique, individual, likes, dislikes, feelings, actions.	diet exercise goal growth mindset physical activity relaxation skill strengths	alone balance barriers belonging identity lonely resilience	fluoride healthy mental health negative thoughts positive thoughts visualise	fail goal protect relaxation responsibility steps	growth mindset habit qualities responsibility skill vaccination	
<b>Safety and Changing Body</b>	most learning will come from PSED	<b>global curriculum skill: recognise effects of own behaviour on others and use this to help make choices</b>  <ul style="list-style-type: none"> <li>understand how to respond to adults in school</li> <li>identify ways to keep safe</li> </ul>	<ul style="list-style-type: none"> <li>explain the difference between secrets and surprises</li> <li>learn how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>identify how to help keep themselves safe in familiar</li> </ul>	<ul style="list-style-type: none"> <li>learn how to identify typical hazards at home and in school and understand that they need to consider their own safety first</li> <li>explain what to do if someone has been bitten or stung (<i>first aid</i>)</li> </ul>	<ul style="list-style-type: none"> <li>explain why there are age restrictions for children to use social media</li> <li>explain why there are benefits but also risks of sharing information online</li> <li>explain the importance of taking medicines</li> </ul>	<ul style="list-style-type: none"> <li>develop basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased (<i>think mnemonic</i>)</li> <li>explain what is safe to share online</li> </ul>	<ul style="list-style-type: none"> <li>recognise and understand that online relationships should be treated the same way as face to face relationships</li> <li>recognise how online content can be designed to manipulate people's emotions and</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concepts of, and laws relating to consent, coercion, harassment and others and how these can affect current and future relationships</li> </ul>

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		<p>(i.e; if they got lost, call 999)</p> <ul style="list-style-type: none"> <li>● recognise how to respond to adults in a range of situations (nurses, doctors)</li> <li>● identify people who can help them stay safe</li> <li>● begin to understand the difference between acceptable/unacceptable physical contact</li> <li>● identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>● understand what it means to keep something</li> </ul>	<p>and unfamiliar environments, such as in school, online and 'out and about'</p> <p><b>global curriculum skills: contribute actively and constructively to the life of own class and school</b></p> <ul style="list-style-type: none"> <li>● identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove</li> </ul>	<ul style="list-style-type: none"> <li>● explore how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> </ul> <p><b>global curriculum skills; sense of responsibility for the environment and the use of resources</b></p> <ul style="list-style-type: none"> <li>● discuss fire safety at home including the need for smoke alarms</li> <li>● explain the importance of following safety rules from parents</li> </ul>	<p>correctly and using household products safely too (<i>asthma</i>)</p> <ul style="list-style-type: none"> <li>● understand how to discuss the challenges of puberty with a trusted adult</li> <li>● understand how to get information, help and advice about puberty</li> </ul>	<p>and what actions to take if they are unsure</p> <ul style="list-style-type: none"> <li>● identify possible dangers online, suggest ways to stay safe when situations are becoming risky, unsafe or an emergency</li> <li>● identify occasions where they can help take responsibility for their own safety - to differentiate between positive risk taking (e.g. trying a challenging new sport) and</li> </ul>	<p>encourage them to read or share things</p> <ul style="list-style-type: none"> <li>● explain why some online stories may not be real and how to find this out</li> <li>● recognise what is meant by a 'drug'. understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>● identify some of the effects related to different drugs and that all drugs,</li> </ul>	

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		<p>private, including parts of the body that are private (<i>nspcc-underpants</i>)</p> <ul style="list-style-type: none"> <li>explain how to respond if being touched makes them feel uncomfortable or unsafe</li> </ul> <p><b>global curriculum skill: show awareness of, and concern for people's feelings</b></p> <ul style="list-style-type: none"> <li>know when it is important to ask for permission to touch others how to ask for and give/not give permission</li> </ul>	<p>themselves from danger</p> <ul style="list-style-type: none"> <li>explain how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>identify things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt</li> </ul>	<p>and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p> <ul style="list-style-type: none"> <li>recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> </ul> <p><b>global curriculum skills: willingness to cooperate with others to change things for the better</b></p>		<p>dangerous behaviour</p> <p>global curriculum link: belief that people can often make a greater difference when they take action collectively</p> <ul style="list-style-type: none"> <li>understand the influence others can have on them and how to make positive decisions</li> <li>identify key facts about the changes their gender will go through during puberty (<i>menstrual cycle and menstrual wellbeing</i>,</li> <li>understand how to deal with common injuries using</li> </ul>	<p>including medicines, may have side effects</p> <ul style="list-style-type: none"> <li>identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</li> <li>explain the risks and effects of different drugs about the laws relating to drugs common to everyday life and illegal drugs</li> </ul>	

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		<p><b>global curriculum skill: the need to respect the rights of others</b></p> <ul style="list-style-type: none"> <li>• identify hazards within home and how to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>• identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> <li>• explain the human life cycle and how people grow from young to old</li> <li>• discuss how our needs and bodies change as we grow up</li> <li>• identify and name the main parts of the body including external genitalia</li> <li>• understand the concept of privacy</li> </ul>	<ul style="list-style-type: none"> <li>• develop basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul> <p><b>global curriculum skills; value what contributes to own identity</b></p> <ul style="list-style-type: none"> <li>• explore ways of responding to cyberbullying and unkind behaviour online</li> <li>• explain how to be kind online</li> </ul>		<p>basic first aid techniques such as bleeding and head injuries</p> <ul style="list-style-type: none"> <li>• understand how to respond in an emergency, including when and how to contact different emergency services</li> <li>• understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• explore how to recognise, respect and express their individuality</li> </ul>	<p>including alcohol</p> <ul style="list-style-type: none"> <li>• recognise some of the changes as they grow up e.g. increasing independence and what being more independent might look like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school</li> <li>• develop practical strategies that can help to</li> </ul>	



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
			<ul style="list-style-type: none"> <li>explain the 'pants' rule</li> <li>discuss change as people grow up, including new opportunities and responsibilities</li> </ul>	<p>and what this looks like</p> <ul style="list-style-type: none"> <li>develop skills to be a responsible digital citizen</li> </ul> <p><b>global curriculum skills: strategies for managing, resolving and preventing conflict, including 'win-win' solution</b></p>		<p>and personal qualities ways to boost their mood and improve emotional wellbeing</p> <ul style="list-style-type: none"> <li>make links between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<p>manage times of change and transition e.g. practising the bus route to secondary school</p> <ul style="list-style-type: none"> <li>identify the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>conception (<i>non statutory</i>)</li> <li>pregnancy and birth (<i>non-statutory</i>)</li> </ul>	
<b>Vocabulary</b>		feelings, private, emotions, change, touch, love, uncomfortable, comfortable, unsafe, safe,	medicine pedestrian private secret surprise	allergic anaphylaxis bullying casualty choice cyberbullying decision	fluoride healthy mental health negative emotions positive emotions relaxation resilience skill	Bladder Breasts Decision Friend Influence Menstruation/period Private	Alcohol Transition Cyberbullying Independence Peer pressure Pubic hair Testicles/testes Vagina	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
		permission, emergency, respect, trust		distraction fake influence injuries	visualise	Puberty		
<b>Online safety and relationships</b> <b>See Project Evolve planning</b>		<ul style="list-style-type: none"> <li>describe how to behave online in ways that do not upset others and can give example</li> <li>recognise that there may be people online who could make someone feel sad, embarrassed or upset</li> <li>explain why it is important to be considerate and kind to people online and to respect their choices. can give examples of when I</li> </ul>	<ul style="list-style-type: none"> <li>describe how to behave online in ways that do not upset others and can give examples</li> </ul> <p><b>global curriculum skills: show awareness of, and concern for people's feelings</b></p> <ul style="list-style-type: none"> <li>explain who I should ask before sharing things about myself or others online</li> <li>describe different ways to ask for, give, or deny my</li> </ul>	<ul style="list-style-type: none"> <li>describe ways people who have similar likes and interests can get together online.</li> <li>explain what it means to 'know someone' online and why this might be different from knowing someone offline.</li> <li>explain what is meant by 'trusting someone online', why this is different from 'liking</li> </ul>	<ul style="list-style-type: none"> <li>describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms)</li> <li>give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</li> <li>explain how content shared online may feel</li> </ul>	<ul style="list-style-type: none"> <li>give examples of technology-specific forms of communication (e.g. emojis, memes and gifs).</li> <li>I can explain that there are some people I communicate with online who may want to do me or my friends harm.</li> <li>recognise that this is not my / our fault. describe some of the ways people may be involved in online communities</li> </ul>	<ul style="list-style-type: none"> <li>explain how sharing something online may have an impact either positively or negatively</li> <li>describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. global curriculum</li> </ul>	<ul style="list-style-type: none"> <li>discuss the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online</li> </ul>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
		<p>should ask permission to do something online and explain why this is important.</p> <ul style="list-style-type: none"> <li>explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> </ul> <p><b>global curriculum skill: help to ensure that everyone in own group is included</b></p> <ul style="list-style-type: none"> <li>describe how to behave online in ways that do not upset others and can give examples.</li> </ul>	<p>permission online and can identify who can help me if I am not sure. i can explain why i have a right to say 'no' or 'i will have to ask someone'. i can explain who can help me if i feel under pressure to agree to something i am unsure about or don't want to do.</p> <p><b>global curriculum skills; recognise effects of own behaviour on others and use this to help make choices</b></p>	<p>someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with</p> <ul style="list-style-type: none"> <li>explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried</li> <li>explain how someone's feelings can be hurt by what is said or written online. global curriculum</li> </ul>	<p>unimportant to one person but may be important to other people's thoughts, feelings and beliefs</p> <ul style="list-style-type: none"> <li>recognise when someone is upset, hurt or angry online</li> <li>describe ways people can be bullied through a range of media (e.g. image, video, text, chat)</li> <li>explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect</li> </ul>	<p>and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <ul style="list-style-type: none"> <li>recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</li> <li>identify a range of ways to report concerns and access support both</li> </ul>	<p>link: valuing of own and others' individuality</p> <ul style="list-style-type: none"> <li>describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</li> <li>explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is</li> </ul>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
			<ul style="list-style-type: none"> <li>• identify who can help me if something happens online without my consent</li> <li>• explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online</li> </ul> <p><b>global curriculum skills: uneven sharing of power and how some people are excluded from decision-making</b></p>	<p>skills; imagine alternative possibilities and suggest new ideas to solve problems</p> <ul style="list-style-type: none"> <li>• explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</li> <li>• describe appropriate ways to behave towards other people online and why this is important.</li> </ul>	<p>how others feel about them (their reputation).</p>	<p>in school and at home about online bullying.</p> <ul style="list-style-type: none"> <li>• describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying</li> <li>• explain how to block abusive users</li> </ul>	<p>worried about this.</p>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
			<ul style="list-style-type: none"> <li>explain why i should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</li> </ul>	<ul style="list-style-type: none"> <li>give examples of how bullying behaviour could appear online and how someone can get support</li> </ul> <p><b>global curriculum skills: imagine alternative possibilities and suggest new ideas to solve problems</b></p>				
<b>Vocabulary</b>		bullying, upset, online, offline, positive sad, embarrassed upset, worried, uncomfortable frightened, trust permission, online, support, considerate, respect, choice	motives, light teasing, repeated, intentional, bystander, disappointed, jealous, negative, hurt, frightened, upset, target, disgusted, annoyed, upset, scared, worried, confused,	kind, unkind, scenario, feelings, caring, thoughtful, annoyed, identity, avatar, profile, screen name, Like, interests, to know someone, trusting someone online, liking	image, video, text, chat, media, reputation, positive, negative, empathy, online identity, offline identity, impersonation, persona Livestream, gaming platform,	banter, jokes, power, funny, block, report, help line, responsible adult, copied, modified, altered, emoji, gif, meme, harm, fault, collaborate constructively, positive	evidence, screen grab, intervening gender, race, disability, culture, protected characteristics, representations boundaries, respect, privately sharing, consequences,	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
			profile picture, appearance, online, worries, upset, communicate, permission, pressure, consent, agree, accept, trusted adult	someone online, nervous, uncomfortable, worried, giving and gaining permission	healthy / unhealthy behaviours, sharing content,	contribution, support,	screen grabs, inappropriate images, embarrassing images,	
<b>Economic Well-being</b>		<ul style="list-style-type: none"> <li>explore how different strengths and interests are needed to do different jobs</li> </ul> <p><b>global curriculum skills: identify matters that are important to self and others</b></p> <ul style="list-style-type: none"> <li>know about people whose job it is to help us in the community</li> <li>explore</li> </ul>	<ul style="list-style-type: none"> <li>identify what money is and its different forms e.g. coins, notes, and ways of paying for things</li> <li>learn about getting, keeping and spending money; that people are paid money for the job they do</li> </ul>	<ul style="list-style-type: none"> <li>know how to recognise the difference between needs and wants</li> <li>understand how people make choices about spending money, including thinking about needs and wants</li> </ul> <p><b>global curriculum skills: some causes and</b></p>	<ul style="list-style-type: none"> <li>explain how people make different spending decisions based on their budget, values and needs</li> <li>understand how to keep track of money and why it is important to know how much is being spent</li> <li>identify different ways to pay for things such as cash, cards,</li> </ul>	<ul style="list-style-type: none"> <li>identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career</li> <li>identify what might influence people's decisions about a job or career,</li> </ul>	<ul style="list-style-type: none"> <li>explore the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>understand value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is</li> </ul>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
		different jobs and the work people do		<b>effects of poverty and inequality (including gender inequalities) at local, national and global levels</b>	<p>e-payment and the reasons for using them</p> <ul style="list-style-type: none"> <li>• understand how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<p>including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities</p> <ul style="list-style-type: none"> <li>• describe stereotyping in the workplace, its impact and how to challenge it</li> <li>• understand that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<p>important to be a critical consumer</p> <ul style="list-style-type: none"> <li>• describe how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• identify common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> </ul>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<b>Vocabulary</b>		individuality, interests, strengths, help, community, differences, similarities	coins need notes priority want	Budget Expense Feeling Qualification Stereotype	Bank balance Bank statement Career Debit card	Discrimination Expenditure Giving back Income Interest Repayment	Gambling Growth mindset PIN Qualities Responsibility Skill	