

# RSE & PSHE

## Progression of Skills & Knowledge

### Mixed-Age

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**How is the RSE & PSHE scheme of work organised?**

# Progression of Skills & knowledge

Families and relationships	
Year 1/2	

## Skills

### Family

- Understanding that families offer love, care and support.
- Exploring how families are different to each other.
- Discussing ways to show respect for different families.

### Friendships

- Exploring how friendship problems can be overcome.
- Exploring friendly behaviours.
- Understanding difficulties in friendships and discussing action that can be taken.

### Respectful relationships

- Recognising how other people show their feelings.
- Identifying ways we can care for others when they are sad.
- Exploring the ability to successfully work with different people.
- Learning how other people show their feelings and how to respond to them.
- Exploring the conventions of manners in different situations.

### Change and loss

- Exploring how loss and change can affect us.

## Knowledge

### Family

- To understand that families look after us.
- To know some words to describe how people are related (eg. aunty, cousin)
- To know that some information about me and my family is personal.
- To know that families can be made up of different people.
- To know that families may be different to my family.

### Friendships

- To understand some characteristics of a positive friendship.
- To understand that friendships can have problems but that these can be overcome.
- To know some problems which might happen in friendships.
- To understand that some problems in friendships might be more serious and need addressing.

### Respectful relationships

- To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.
- To understand some ways people show their feelings.
- To understand what good manners are.
- To understand some gender stereotypes related to jobs.

### Change and loss

- To know that there are ways we can remember people or events.

## Skills

### Family

- Using respectful language to discuss different families.
- Learning that problems can occur in families and that there is help available if needed.

### Friendships

- Exploring ways to resolve friendship problems.
- Developing an understanding of the impact of bullying and what to do if bullying occurs.
- Exploring physical and emotional boundaries in friendships.

### Respectful relationships

- Exploring the negative impact of stereotyping.
- Identifying who I can trust.
- Exploring how my actions and behaviour can affect other people.
- Learning about the effects of non verbal communication.

### Change and loss

- Discussing how to help someone who has experienced a bereavement.

## Knowledge

### Family

- To know that families are varied in the UK and across the world.
- To know that I can talk to trusted adults or services such as Childline if I experience family problems.

### Friendships

- To know that violence is never the right way to solve a friendship problem.
- To know that bullying can be physical or verbal.
- To know that bullying is repeated, not a one off event.
- To understand the different roles related to bullying including victim, bully and bystander.
- To understand that everyone has the right to decide what happens to their body.

### Respectful relationships

- To understand that there are similarities and differences between people.
- To understand some stereotypes related to age.
- To understand some stereotypes related to disability.
- To know that trust is being able to rely on someone and it is an important part of relationships.
- To understand the courtesy and manners which are expected in different scenarios.
- To know the signs of a good listening.

### Change and loss

- To know that bereavement describes the feeling someone might have after someone dies or another big change in their

lives.

## **National curriculum - end of KS2**

that families are important for children growing up because they can give love, security and stability.

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

how important friendships are in making us feel happy and secure, and how people choose and make friends.

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

what a stereotype is, and how stereotypes can be unfair, negative or destructive.

the importance of permission-seeking and giving in relationships with friends, peers and adults.

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

how information and data is shared and used online.

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

how to report concerns or abuse, and the vocabulary and confidence needed to do so.

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all

humans experience in relation to different experiences and situations.

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

that for most people the internet is an integral part of life and has many benefits.

about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

why social media, some computer games and online gaming, for example, are age restricted.

that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.



the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

how and when to seek support including which adults to speak to in school if they are worried about their health.

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

# Progression of Skills & knowledge

## Families and relationships

### Year 5/6

#### Skills

##### Family

- Identifying ways families might make children feel unhappy or unsafe.

##### Friendships

- Exploring the impact that bullying might have.
- Exploring issues which might be encountered in friendships and how these might impact the friendship.
- Identifying ways to resolve conflict through negotiation and compromise.

##### Respectful relationships

- Exploring and questioning the assumptions we make about people based on how they look.
- Identifying ways to challenge stereotypes.
- Discussing how and why respect is an important part of relationships.
- Exploring our positive attributes and being proud of these (self respect).

##### Change and loss

- Exploring the process of grief and understanding that it is

#### Knowledge

##### Family

- To know that marriage is a legal commitment and is a choice people can make.
- To know that if I have a problem, I can call ChildLine on 0800 1111.

##### Friendships

- To know what attributes and skills make a good friend.
- To understand what might lead to someone bullying others.
- To know what action a bystander can take when they see bullying.
- To know that a conflict is a disagreement or argument and can occur in friendships.
- To understand the concepts of negotiation and compromise.

##### Respectful relationships

- To understand what respect is.
- To understand that everyone deserves respect but respect can be lost.
- To know that stereotypes can be unfair, negative and destructive.
- To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex,

different for different people.

or disability.

- To understand that stereotypes can lead to bullying and discrimination
- To understand that positive attributes are the good qualities that someone has.

Change and loss

- To understand that loss and change can cause a range of emotions.
- To know that grief is the process people go through when someone close to them dies.

## National curriculum - end of KS2

that families are important for children growing up because they can give love, security and stability.

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

how important friendships are in making us feel happy and secure, and how people choose and make friends.

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even

strengthened, and that resorting to violence is never right.

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

what a stereotype is, and how stereotypes can be unfair, negative or destructive.

the importance of permission-seeking and giving in relationships with friends, peers and adults.

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

how information and data is shared and used online.

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other,

contact.

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

how to report concerns or abuse, and the vocabulary and confidence needed to do so.

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

that for most people the internet is an integral part of life and has many benefits.

about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the

importance of keeping personal information private.

why social media, some computer games and online gaming, for example, are age restricted.

that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

how and when to seek support including which adults to speak to in school if they are worried about their health.

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

**Progression of Skills & knowledge**

Health and wellbeing	
Year 1/2	



## Skills

### Health and prevention

- Learning how to wash hands properly.
- Learning how to deal with an allergic reaction.
- Exploring the effect that food and drink can have on my teeth.

### Physical health and wellbeing

- Exploring positive sleep habits.
- Exploring two different methods of relaxation: progressive muscle relaxation and laughter.
- Exploring health-related jobs and people who help look after our health.
- Exploring some of the benefits of exercise on body and mind.
- Exploring some of the benefits of a healthy balanced diet.
- Suggesting how to improve an unbalanced meal.
- Learning breathing exercises to aid relaxation.

### Mental wellbeing

- Identifying different ways to manage feelings.
- Exploring strategies to manage different emotions.
- Developing empathy.
- Identifying personal strengths and qualities.
- Identifying personal goals and how to work towards them.
- Exploring the need for perseverance and developing a growth mindset.

## Knowledge

### Health and prevention

- To understand we can limit the spread of germs by having good hand hygiene.
- To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.
- To know that certain foods and other things can cause allergic reactions in some people.
- To know that food and drinks with lots of sugar are bad for my teeth.

### Physical health and wellbeing

- To know that sleep helps my body to repair itself, to grow and restores my energy.
- To understand the importance of exercise to stay healthy.
- To understand the balance of foods we need to keep healthy.
- To know that breathing techniques can be a useful strategy to relax.

### Mental wellbeing

- To know the words to describe some positive and negative emotions.
- To know that we can feel more than one emotion at a time.
- To know that strengths are things we are good at.
- To know that qualities describe what we are like.
- To know that a growth mindset means being positive about challenges and finding ways to overcome them.

## Skills

### Health and prevention

- Discussing why it is important to look after my teeth.
- Developing independence in looking after my teeth.

### Physical health and wellbeing

- Learning stretches which can be used for relaxation.
- Identifying what makes me feel calm and relaxed.
- Learning visualisation as a tool to aid relaxation.
- Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.

### Mental wellbeing

- Exploring ways we can make ourselves feel happy or happier.
- Developing a growth mindset.
- Exploring my own identity through the groups I belong to.
- Identifying my strengths and exploring how I use them to help others.
- Exploring how my skills can be used to undertake certain jobs.
- Developing the ability to appreciate the emotions of others in different situations.
- Learning to take responsibility for my emotions by knowing that I can control some things but not others.
- Being able to breakdown a problem into smaller parts to overcome it.

## Knowledge

### Health and prevention

- To understand ways to prevent tooth decay.
- To know key facts about dental health.

### Physical health and wellbeing

- To understand the positive impact relaxation can have on the body.
- To know that visualisation means creating an image in our heads.
- To know the different food groups and how much of each of them we should have to have a balanced diet.

### Mental wellbeing

- To understand that mistakes can help us to learn.
- To understand the importance of belonging.
- To understand what being lonely means and that it is not the same as being alone.
- To know that different job roles need different skills and so some roles may suit me more than others.
- To know that it is normal to experience a range of emotions.
- To know that mental health refers to our emotional wellbeing, rather than physical.
- To know who can help if we are worried about our own or other people's mental health.
- To understand what a problem or barrier is and that these can be overcome.

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Progression of Skills & knowledge

Health and wellbeing	
Year 5/6	

<p><b>Skills</b></p> <p>Health and prevention</p> <ul style="list-style-type: none"> <li>• Developing independence for protecting myself in the sun.</li> <li>• Discussing ways to prevent illness.</li> <li>• Identifying some actions to take if I am worried about my health or my friends' health.</li> </ul> <p>Physical health and wellbeing</p> <ul style="list-style-type: none"> <li>• Considering calories and food groups to plan healthy meals.</li> <li>• Developing greater responsibility for ensuring good quality sleep.</li> <li>• Identifying a range of relaxation strategies and situations in which they would be useful.</li> <li>• Exploring ways to maintain good habits.</li> <li>• Setting achievable goals for a healthy lifestyle.</li> <li>• Understanding the relationship between stress and relaxation.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Taking responsibility for my own feelings.</li> <li>• Exploring my personal qualities and how to build on them.</li> <li>• Developing strategies for being resilient in challenging situations.</li> </ul>	<p><b>Knowledge</b></p> <p>Health and prevention</p> <ul style="list-style-type: none"> <li>• To understand the risks of sun exposure.</li> <li>• To understand that vaccinations can give us protection against disease.</li> <li>• To know that changes in the body could be possible signs of illness.</li> </ul> <p>Physical health and wellbeing</p> <ul style="list-style-type: none"> <li>• To know that relaxation stretches can help us to relax and de-stress.</li> <li>• To know that calories are the unit that we use to measure the amount of energy certain foods give us.</li> <li>• To know that what we do before bed can affect our sleep quality.</li> <li>• To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</li> <li>• To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• To understand what can cause stress.</li> <li>• To understand that failure is an important part of success.</li> <li>• To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</li> <li>• To know the effects technology can have on mental health.</li> </ul>
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### National curriculum - end of KS2

that families are important for children growing up because they can give love, security and stability.



the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

how important friendships are in making us feel happy and secure, and how people choose and make friends.

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

what a stereotype is, and how stereotypes can be unfair, negative or destructive.

the importance of permission-seeking and giving in relationships with friends, peers and adults.

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

how information and data is shared and used online.

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

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how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

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how to ask for advice or help for themselves or others, and to keep trying until they are heard.

how to report concerns or abuse, and the vocabulary and confidence needed to do so.

where to get advice e.g. family, school and/or other sources.

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that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and

happiness.

simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

that for most people the internet is an integral part of life and has many benefits.

about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

why social media, some computer games and online gaming, for example, are age restricted.

that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

how and when to seek support including which adults to speak to in school if they are worried about their health.

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

# Progression of Skills & knowledge

Safety and the changing body	
Year 1/2	

## Skills

### Being safe (including online)

- Discussing the concept of privacy.
- Understanding people's roles within the local community that help keep us safe.
- Practising what to do if I get lost.
- Identifying hazards that may be found at home.
- Exploring ways to stay safe online.
- Learning how to behave safely near the road and when crossing the road.

### Drugs, alcohol and tobacco

- Learning what is and is not safe to put in or on our bodies.
- Exploring what people can do to feel better when they are ill.
- Learning how to be safe around medicines.

### Basic first aid

- Practising making an emergency phone call.

## Knowledge

### Being safe (including online)

- To know that some types of physical contact are never appropriate.
- To know the PANTS rule.
- To understand the difference between secrets and surprises.
- To know what to do if I get lost.
- To know that a hazard is something which could cause an accident or injury.
- To know that I should tell an adult if I see something which makes me uncomfortable online.
- To know the rules for crossing the road safely.

### Drugs, alcohol and tobacco

- To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
- To know that medicine can help us when we are ill.
- To understand that we should only take medicines when a trusted adult says we can.

### The changing adolescent body

- To know the names of parts of my body including private parts.

### Basic first aid

- To know that an emergency is a situation where someone is badly
- To know that the emergency services are the police, fire service and the ambulance service.

## Year 3/4

<p><b>Skills</b></p> <p>Being safe (including online)</p> <ul style="list-style-type: none"><li>• Identifying things people might do near roads which are unsafe.</li><li>• Discussing how to seek help if I need to.</li><li>• Exploring what to do if an adult makes me feel uncomfortable.</li><li>• Learning about the benefits and risks of sharing information online.</li><li>• Exploring ways to respond to cyberbullying or unkind behaviour online.</li><li>• Beginning to recognise unsafe digital content.</li><li>• Developing skills as a responsible digital citizen.</li></ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"><li>• Exploring choices and decisions that I can make.</li><li>• Exploring that people and things can influence me and that I need to make the right decision for me.</li><li>• Discussing the benefits of being a non-smoker.</li></ul> <p>The changing adolescent body</p> <ul style="list-style-type: none"><li>• Discussing some physical and emotional changes during puberty.</li></ul> <p>Basic first aid</p> <ul style="list-style-type: none"><li>• Learning what to do in a medical emergency, including calling the emergency services.</li><li>• Learning how to help someone who is having an asthma attack.</li></ul>	<p><b>Knowledge</b></p> <p>Being safe (including online)</p> <ul style="list-style-type: none"><li>• To understand that there are risks to sharing things online.</li><li>• To know the difference between private and public.</li><li>• To understand that cyberbullying is bullying which takes place online.</li><li>• To know the signs that an email might be fake.</li></ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"><li>• To understand that other people can influence our choices.</li><li>• To understand the risks associated with smoking tobacco.</li></ul> <p>The changing adolescent body</p> <ul style="list-style-type: none"><li>• To understand the physical changes to both male and female bodies as people grow from children to adults.</li></ul> <p>Basic first aid</p> <ul style="list-style-type: none"><li>• To know that it is important to maintain the safety of myself and others, before giving first aid.</li><li>• To know that bites or stings can sometimes cause an allergic reaction.</li><li>• To know that asthma is a condition which causes the airways to narrow.</li></ul>
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about menstrual wellbeing including the key facts about the menstrual cycle.

## Progression of Skills & knowledge

### Safety and the changing body

Year 5/6

<p><b>Skills</b></p> <p>Being safe (including online)</p> <ul style="list-style-type: none"> <li>• Developing an understanding of how to ensure relationships online are safe.</li> <li>• Developing an understanding about the reliability of online information.</li> <li>• Exploring online relationships including dealing with problems.</li> </ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>• Learning to make 'for' and 'against' arguments to help with decision making.</li> <li>• Discussing the reasons why adults may or may not drink alcohol.</li> </ul> <p>The changing adolescent body</p> <ul style="list-style-type: none"> <li>• Learning about the emotional changes during puberty.</li> <li>• Identifying reliable sources of help with puberty.</li> <li>• Discussing problems which might be encountered during puberty and using knowledge to help.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>• Learning how to help someone who is choking.</li> <li>• Learning about how to help someone who is bleeding.</li> <li>• Placing an unresponsive patient into the recovery position.</li> </ul>	<p><b>Knowledge</b></p> <p>Being safe (including online)</p> <ul style="list-style-type: none"> <li>• To know the steps to take before sending a message online (using the THINK mnemonic).</li> <li>• To know some of the possible risks online.</li> <li>• To understand that online relationships should be treated in the same way as face to face relationships.</li> <li>• To know where to get help with online problems.</li> </ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>• To know some strategies I can use to overcome pressure from others and make my own decisions.</li> <li>• To understand the risks associated with drinking alcohol.</li> </ul> <p>The changing adolescent body</p> <ul style="list-style-type: none"> <li>• To understand the process of the menstrual cycle.</li> <li>• To know the names of the external sexual parts of the body and the internal reproductive organs.</li> <li>• To know that puberty happens at different ages for different people.</li> <li>• To understand how a baby is conceived and develops.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>• To know how to assess a casualty's condition.</li> <li>• To know how to conduct a primary survey (using DRSABC).</li> </ul>
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## National curriculum - end of KS2

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# Progression of Skills & knowledge

## Citizenship

### Year 1/2

#### Skills

- Recognising why rules are necessary.
- Exploring the differences between people.
- Explaining why rules are in place.
- Recognising the groups that we belong to.
- Identifying positives and negatives about the school environment.
- Recognising the importance of looking after the school environment.
- Identifying ways to help look after the school environment
- Recognising the contribution people make to the local community.
- Discussing how to meet the needs of different pets.
- Learning how to discuss issues of concern to me.

#### Knowledge

- To know the rules in school.
- To understand that people are all different.
- To know some of the different places where rules apply.
- To understand that everyone has similarities and differences.
- To know that some rules are made to be followed by everyone and are known as 'laws'.
- To know some of the jobs people do to look after the environment in school and the local community.
- To know that different pets have different needs.
- To understand the needs of younger children and that these change over time.
- To know that voting is a fair way to make a decision.
- To understand how democracy works in school through the school council.

### Year 3/4

<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Discussing ways we can make a difference to recycling rates at home/school.</li> <li>• Identifying local community groups.</li> <li>• Discussing how local community groups support the community.</li> <li>• Considering the responsibilities that adults and children have to maintain children's rights.</li> <li>• Identifying ways items can be reused.</li> <li>• Explaining why reusing items is of benefit to the environment.</li> <li>• Discussing how we can help to protect human rights.</li> <li>• Identifying the benefits different groups bring to the local community.</li> <li>• Discussing the positives diversity brings to a community.</li> <li>• Exploring how children's rights help them and other children.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand how recycling can have a positive impact on the environment.</li> <li>• To know that the local council is responsible for looking after the local area.</li> <li>• To know that elections are held where adults can vote for local councillors.</li> <li>• To know that reusing items is of benefit to the environment.</li> <li>• To understand that councillors have to balance looking after local residents and the needs of the council.</li> <li>• To understand some of the consequences of breaking rules.</li> <li>• To understand the role of charities in the community.</li> <li>• To know that there are a number of groups which make up the local community.</li> <li>• To understand the UN Convention on the Rights of the Child.</li> </ul>
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### **National curriculum - end of KS2**

that families are important for children growing up because they can give love, security and stability.

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

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that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

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that for most people the internet is an integral part of life and has many benefits.

about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others? mental and physical wellbeing.

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

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how and when to seek support including which adults to speak to in school if they are worried about their health.

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

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about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

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how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

# Progression of Skills & knowledge

## Citizenship

### Year 5/6

#### Skills

- Discussing how rights and responsibilities link.
- Exploring the right to a freedom of expression.
- Developing an understanding of how parliament and Government work.
- Discussing how education and other human rights protect us.
- Identifying causes which are important to us.
- Discussing how people can influence what happens in parliament.
- Identifying appropriate ways to share views and ideas with others.
- Discussing ways to challenge prejudice and discrimination.
- Explaining why reducing the use of materials is positive for the environment.
- Identifying the contribution people make to the community and how this is recognised.
- Identifying ways people can bring about change in society.
- Learning about environmental issues relating to food.

#### Knowledge

- To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.
- To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.
- To know that education is an important human right.
- To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
- To know what happens when someone breaks the law.
- To understand the waste hierarchy.
- To know that prejudice is making assumptions about someone based on certain information.
- To know that discrimination is treating someone differently because of certain factors.
- To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.
- To know that our food choices can affect the environment.

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# Progression of Skills & knowledge

## Economic wellbeing

### Year 1/2

#### Skills

- Developing an understanding of how banks work.
- Identifying whether something is a want or need.
- Exploring the reasons why people choose certain jobs.
- Discussing how to keep money safe.
- Exploring choices people make about money.
- Recognising that people make choices about how to spend money
- Discussing what to do if we find money.

#### Knowledge

- To know that coins and notes have different values.
- To know some of the ways children may receive money.
- To know that it is wrong to steal money.
- To know that banks are places where we can store our money.
- To know some jobs in school.
- To know that different jobs need different skills.
- To know the difference between a 'want' and 'need'.
- To know some of the ways in which adults get money.
- To know some of the features to look at when selecting a bank account.

### Year 3/4

## Skills

- Discussing the range of feelings which money can cause.
- Discussing the different attitudes people have to money.
- Exploring the impact our spending can have on other people.
- Exploring the factors which affect whether something is value for money.
- Discussing some impacts of losing money.
- Identifying negative and positive influences that can affect our career choices.

## Knowledge

- To know that budgeting money is important.
- To understand that there are a range of jobs available.
- To know that money can be lost in a variety of ways.
- To understand the importance of tracking money.
- To know that many people will have more than one job or career in their lifetimes.
- Exploring ways to overcome stereotypes in the workplace.
- To understand that there are different ways to pay for things.
- To understand that some stereotypes can exist around jobs but these should not affect people's choices.

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# Progression of Skills & knowledge

## Economic wellbeing

### Year 5/6

#### Skills

- Identifying jobs which might be suitable for them.
- Discussing risks associated with money.
- Making a budget based on priorities.
- Recognising differences in how people deal with money and the role of emotions in this.
- Discussing some risks associated with gambling.

#### Knowledge

- To understand that different jobs have different routes into them.
- To understand that people change jobs for a number of reasons.
- To know that when money is borrowed it needs to be paid back, usually with interest.
- To know that it is important to prioritise spending.
- To know some ways that people lose money.
- To know that income is the amount of money received and expenditure is the amount of money spent.
- To understand that there are certain rules to follow to keep money safe in bank accounts.
- To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
- To know that banks and organisations such as Citizens' Advice can help with money-related problems.

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the risks associated with an inactive lifestyle (including obesity).

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how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

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about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

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# Progression of Skills & knowledge

## Identity

### Year 6

#### Skills

- Discussing the factors that make our 'identity'.
- Recognising the difference between how we see ourselves and how others see us.
- Exploring how the media might influence our identity.

#### Knowledge

- To know that identity is the way we see ourselves and also how other people see us.

### National curriculum - end of KS2

that families are important for children growing up because they can give love, security and stability.

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

how important friendships are in making us feel happy and secure, and how people choose and make friends.

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.



that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

what a stereotype is, and how stereotypes can be unfair, negative or destructive.

the importance of permission-seeking and giving in relationships with friends, peers and adults.

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

how information and data is shared and used online.

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they

relate to being safe.

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

how to report concerns or abuse, and the vocabulary and confidence needed to do so.

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

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about menstrual wellbeing including the key facts about the menstrual cycle.

# Progression of Skills & knowledge

Transition	
<b>Year 1/2</b>	
<b>Skills</b> <ul style="list-style-type: none"><li>• Recognising our own strengths.</li><li>• Identifying people who can help us when we are worried about changes.</li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To understand that changes can be both positive and negative.</li><li>• To understand that change is part of life.</li></ul>
<b>Year 3/4</b>	
<b>Skills</b> <ul style="list-style-type: none"><li>• Being able to set goals.</li><li>• Learning strategies to deal with change.</li><li>• Recognising our own achievements.</li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To know that setting goals can help us to achieve what we want.</li><li>• To understand that change often brings about more opportunities and responsibilities.</li></ul>
<b>National curriculum - end of KS2</b> <p>that families are important for children growing up because they can give love, security and stability.</p> <p>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

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that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

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# Progression of Skills & knowledge

Transition	
Year 5/6	
<b>Skills</b> <ul style="list-style-type: none"><li>• Recognising own skills and how these can be developed.</li><li>• Exploring a greater range of strategies to deal with feelings associated with change.</li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• To understand the skills needed for roles in school.</li><li>• To know that a big change can bring opportunities but also worries.</li></ul>
<b>National curriculum - end of KS2</b> <p>that families are important for children growing up because they can give love, security and stability.</p> <p>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	

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