



RHE – Progression of Knowledge and Skills

KS1 Year 1 Year 2		LKS2 Year 3 Year 4		UKS2 Year 5 Year 6	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships					
<p>Recognise how others might be feeling by reading body language/facial expressions</p> <p>Begin to understand and explain how our emotions can give a physical reaction in our body</p> <p>Identify a range of feelings</p> <p>Identify how feelings might make us behave</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these</p> <p>Recognise that people's bodies and feelings can be hurt</p>	<p>Suggest simple strategies for resolving conflict situations</p> <p>Use a range of words to describe feelings</p> <p>Recognise that people have different ways of expressing their feelings</p> <p>Define what is meant by the terms bullying and teasing showing an understanding of the difference between the two</p> <p>Understand and describe strategies for dealing with bullying</p> <p>Rehearse and demonstrate some of these strategies</p>	<p>Identify people who they have a special relationship with</p> <p>Suggest strategies for maintaining a positive relationship with their special people</p> <p>Define and demonstrate cooperation and collaboration</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success</p> <p>Rehearse and demonstrate simple strategies for resolving conflict in situations</p>	<p>Explain what we mean by a 'positive, healthy relationship'</p> <p>Describe some of the qualities that they admire in others</p> <p>Recognise that there are times when they might need to say 'no' to a friend</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend</p> <p>Identify a wide range of feelings</p> <p>Recognise that different people can have different feelings in the same situation</p> <p>Explain how feelings can be linked to physical state</p>	<p>Explain what collaboration means</p> <p>Give examples of how they have worked collaboratively</p> <p>Describe the attributes needed to work collaboratively</p> <p>Demonstrate how to respond to a wide range of feelings in others</p> <p>Give examples of some key qualities of friendship</p> <p>Identify people who can be trusted</p> <p>Understand what kinds of touch are acceptable or unacceptable</p> <p>Describe strategies for dealing with situations in which they would feel</p>	<p>Demonstrate a collaborative approach to a task</p> <p>Describe and implement the skills needed to do this</p> <p>Explain what is meant by the terms 'negotiation' and 'compromise'.</p> <p>Suggest and demonstrate positive strategies for negotiating and compromising within a collaborative task</p> <p>Recognise some of the challenges that arise from friendships</p> <p>Suggest strategies for dealing with such challenges,</p>

<p>Suggest ways of dealing with different kinds of hurt Recognise that they belong to various groups and communities such as their family Begin to suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel</p>	<p>Recognise that friendship is a special kind of relationship Identify some of the ways that good friends care for each other Identify people who are special to them and explain some of the ways those people are special to them Identify safe secrets and unsafe secrets Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable</p>	<p>Identify qualities of friendship Suggest reasons why friends sometimes fall out Rehearse and use skills for making up again Understand and explain some of the reasons why different people are bullied Explore why people have prejudiced views and understand what this is Identify different types of relationships Understand what is meant by the term body space/personal space Identify when it is appropriate or inappropriate to allow someone into their body space Rehearse strategies for when someone is inappropriately in their body space Define the terms 'secret' and 'surprise'</p>	<p>Demonstrate a range of feelings though their facial expressions and body language Recognise that their feelings might change towards someone or something once they have further information Give examples of strategies to respond to being bullied, including what people can do and say Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from</p>	<p>uncomfortable, particularly in relation to inappropriate touch Recognise that some people can get bullied because of the way they express their gender</p>	<p>demonstrating the need for respect and an assertive approach Describe ways in which people show their commitment to each other Know the ages at which a person can marry depending on whether their parents agree Understand that everyone has the right to be free to choose who and whether to marry Recognise that some types of physical contact can produce strong negative feelings Know that some inappropriate touch is also illegal Understand some of the reasons for people having different perspectives about the same event Recognise the difference between reaction and response, understanding how reactions</p>
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		<p>and know the difference between a safe and an unsafe secret</p> <p>Recognise how different surprises and secrets might make them feel</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>			
Health					
<p>Begin to understand that the body gets energy from food, water and air</p> <p>Begin to recognise that exercise and sleep are important parts of a healthy lifestyle</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle</p> <p>Identify simple bedtime routines that promote healthy sleep</p> <p>Recognise the importance of regular hygiene routines</p>	<p>Recognise that they may have different tastes in food to others</p> <p>Select food from the Eatwell Guide in order to make a healthy lunch</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy</p> <p>Name major internal body parts</p> <p>Understand and explain the simple bodily processes associated with them</p>	<p>Explain how each of the food groups on the Eatwell Guide benefits the body</p> <p>Explain what is meant by the term 'balanced diet'</p> <p>Give examples of what foods might make up a healthy balanced meal</p> <p>Explain how some infectious illnesses are spread from one person to another</p> <p>Explain how simple hygiene routines can help to reduce the risk</p>	<p>Identify ways in which everyone is unique</p> <p>Appreciate their own uniqueness</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently</p> <p>Give examples of choices they make for themselves and choices others make for them</p> <p>Understand the way in which they can contribute to the care of the environment</p>	<p>Name some positive and negative feelings</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people sometimes fall out with their parents</p> <p>Know two harmful effects each of smoking/drinking alcohol</p> <p>Explain and understand the importance of food, water and oxygen, sleep and exercise for the human body and its health</p>	<p>Define what is meant by the term 'stereotype'</p> <p>Recognise how the media can sometimes reinforce gender stereotypes</p> <p>Recognise that people fall into a wide range of what is seen as 'normal'</p> <p>Challenge stereotypical gender portrayals of people</p> <p>Understand that all humans have basic emotional needs and explain some of the</p>

<p>Sequence personal hygiene routines into a logical manner Begin to recognise that they may have different tastes in food to others Begin to select foods from the Eatwell Guide in order to make a healthy lunch Begin to recognise which foods we need to eat more of and which we need to eat less of to be healthy Understand how diseases can spread Recognise and use simple strategies for preventing the spread of diseases Begin to name major internal body parts Begin to understand and explain the simple bodily processes associated with them Identify things they could do as a baby, a toddler and can do now</p>	<p>Explain the importance of good dental hygiene Describe simple dental hygiene routines Understand the body gets energy from food, water and oxygen Recognise that exercise and sleep are important to health Describe how food, water and air get into the body and blood Help themselves and others develop a positive attitude that support their wellbeing Identify different stages of growth Understand and describe some of the things that people are capable of at these different stages.</p>	<p>of the spread of infection or illnesses Suggest medical and non-medical ways of treating an illness</p>	<p>Suggest ways the Seven Rs (recycling methods) can be applied to different scenarios Define what a volunteer is Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer</p>	<p>Understand the actual norms around smoking and reasons for common misperceptions of these Explain the function of at least one internal organ Know the correct words for the external sexual organs Discuss some of the myths associated with puberty Recognise how our body feels when we're relaxed List some of the ways our body feels when it is nervous or sad</p>	<p>ways these needs can be met Explain how these emotional needs impact on people's behaviour Suggest positive ways that people can get their emotional need met Understand and give examples of conflicting emotions Understand and reflect on how independence and responsibility go together Identify aspirational goals Describe the actions needed to set and achieve these Understand that fame can be short-lived Recognise that photos can be changed to match society's view of 'perfect' Identify qualities that people have, as well as their looks</p>
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<p>Identify the people who help/helped them at those different stages</p> <p>Identify parts of the body that are private</p> <p>Describe ways in which private parts can be kept private</p> <p>Identify people they can talk to about their private parts</p>					
Valuing Difference					
<p>Identify simple qualities of friendship</p> <p>Suggest simple strategies for making up</p> <p>Begin to identify the differences and similarities between people</p> <p>Empathise with those who are different from them</p> <p>Begin to appreciate the positive aspects of these differences</p>	<p>Identify some of the physical and non-physical differences and similarities between people</p> <p>Know and use words and phrases that show respect for other people</p> <p>Recognise and describe acts of unkindness and kindness</p> <p>Explain how these impact on other people's feelings</p> <p>Suggest kind words and actions they can show to others</p>	<p>Recognise that there are many different types of family</p> <p>Understand what is meant by 'adoption', 'fostering' and 'same-sex relationships'</p> <p>Give examples of respectful language</p> <p>Give examples of how to challenge another's viewpoint respectfully</p> <p>Recognise the factors that make people similar to and different from each other</p> <p>Recognise that repeated name calling is a form of bullying</p>	<p>Recognise that they have different types of relationships with people they know</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p>List some of the ways that people are different to each other</p> <p>Recognise potential consequences of aggressive behaviour</p> <p>Suggest strategies for dealing with someone who is behaving aggressively</p>	<p>Define some key qualities of friendship</p> <p>Describe ways of make a friendship last</p> <p>Explain why friendships sometimes end</p> <p>Rehearse active listening skills</p> <p>Demonstrate respectfulness in responding to others</p> <p>Respond appropriately to others</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples</p> <p>Empathise with people who have been, and</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</p> <p>Suggest strategies for dealing with bullying as a 'bystander'</p> <p>Describe positive attributes of their peers</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication</p>

	Show acts of kindness to others in school	Suggest strategies for dealing with name calling		currently are, subjected to injustice, including through racism Consider how discriminatory behaviour can be challenged	
Rights and Responsibilities					
Demonstrate responsibility in looking after something Explain the importance of looking after things that belong to themselves or to others Explain where people get money from List some of the things that money may be spent on in a family home Recognise that different notes and coins have different monetary value Explain the importance of keeping money safe Identify safe places to keep money	Identify what they like about the school environment Identify any problems with the school environment Make suggestions for improving the school environment Recognise that they all have a responsibility for helping to look after the school environment Understand that people have choices about what they do with their money Know that money can be saved for use at a future time Explain how they might feel when they spend money on different things	Explain why we have rules Explore why rules are different for different age groups, in particular for internet-based activities Suggest appropriate rules for a range of settings Consider the possible consequences of breaking the rules Explain that people living in the UK have different origins Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds Identify some of the qualities that people	Understand that humans have rights and also responsibilities Identify some rights and also responsibilities that come with these Define the terms 'income' and 'expenditure' List some of the items and services of expenditure in the school and in the home Prioritise items of expenditure in the home from most essential to least essential Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT' Understand how a payslip is laid out	Understand the difference between a fact and an opinion Begin to understand what 'biased' reporting is and the need to think critically about things we read Explain some of the areas that local councils have responsibility for Understand that local councillors are elected to represent their local community	Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them Describe the language and techniques that make up a biased report Analyse a report to extract the facts from it Know the legal age (and reason behind these) for having a social media account Understand why people don't tell the truth and often post only the good bits about themselves, online Recognise that people's lives are much more balanced in real life, with positives and negatives

<p>Understand the concept of saving money</p>		<p>from a diverse range of backgrounds need in order to get on together Understand the terms 'income', 'saving' and 'spending' Recognise that there are times we can buy items we want and times when we need to save for items Suggest items and services around the home that need to be paid for</p>	<p>showing both pay and deductions Prioritise public services from most essential to least essential</p>		
<p>Online</p>					
		<p>Evaluate the validity of statements relating to online safety Recognise potential risks associated with browsing online Give examples of strategies for safe browsing online</p>	<p>Identify images that are safe/unsafe to share online Know and explain strategies for safe online sharing Understand and explain the implications of sharing images online without consent</p>	<p>Demonstrate strategies to deal with both face-to-face and online bullying Demonstrate strategies and skills for supporting others who are bullied Recognise and describe the difference between online and face-to-face bullying Define what is meant by a dare Explain why someone might give a dare</p>	<p>Identify strategies for keeping personal information safe online Describe safe behaviours when using communication technology Know that it is illegal to create and share sexual images of children under 18 years old Explore the risks of sharing photos and films of themselves</p>

				Suggest ways of standing up to someone who gives a dare	with other people directly or online
Safety and Risk					
<p>Recognise emotions and physical feelings associated with feeling unsafe</p> <p>Identify people who can help them when they feel unsafe</p> <p>Understand that medicines can sometimes make people feel better when they are ill</p> <p>Explain simple issues of safety and responsibility about medicines and their use</p> <p>Understand and learn the PANTS rules</p> <p>Name and know which parts would be private</p> <p>Explain the difference between appropriate and inappropriate touch</p> <p>Understand that they have the right to say no to unwanted touch</p>	<p>Explain what privacy means</p> <p>Know that you are not allowed to touch someone's private belongings without their permission</p> <p>Identify special people in the school and community who can help to keep them safe</p> <p>Know how to ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask' or 'I'll tell' in relation to keeping themselves and others safe</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p>	<p>Identify risk factors in given situations</p> <p>Suggest ways of reducing or managing those risks</p> <p>Identify some key risks from and effects of cigarettes and alcohol</p> <p>Know that most people choose not to smoke cigarettes</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful</p>	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the differences between them</p> <p>Identify situations which are either dangerous, risky or hazardous</p> <p>Suggest simple strategies for managing risk</p> <p>Understand that medicines are drugs</p> <p>Explain safety issues for medicine use</p> <p>Suggest alternative to taking a medicine when unwell</p> <p>Suggest strategies for limiting the spread of infectious diseases</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol</p> <p>Understand that increasing numbers of</p>	<p>Understand some of the complexities of categorising drugs</p> <p>Know that all medicines are drugs but not all drugs are medicines</p> <p>Understand ways in which medicines can be unhelpful or harmful and used safely or unsafely</p> <p>Identify risk factors in a given situation and consider outcomes or risk taking in this situation</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of those</p>	<p>Define what is meant by 'addiction', demonstrating an understanding that addiction is a form of behaviour</p> <p>Understand some of the basic laws in relation to drugs</p> <p>Explain why there are laws relating to drugs in this country</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these</p> <p>Describe some of the effects and risks of drinking alcohol</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p>

<p>Start thinking about who they trust and who they can ask for help</p> <p>Explain the difference between teasing and bullying</p> <p>Give examples of what they can do if they experience or witness bullying</p> <p>Say who they could get help from in a bullying situation</p> <p>Know how pedestrians walk safely on the pavement and vehicles use the road</p> <p>How to walk with an adult who they know and hold hands when walking near the road</p> <p>Know safe places to cross and where is not safe to cross the road</p> <p>The Stop, Look, Listen and THINK sequence</p>	<p>Identify the types of touch they like and do not like</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p> <p>Know how to make a clear and efficient call the emergency services if necessary</p> <p>Know how to deal with common injuries and be aware of how head injuries should be cared for.</p>		<p>young people are choosing not to smoke and that not all people drink alcohol</p> <p>Understand that we can be influenced both positively and negatively</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</p> <p>Know the Green Cross Code and how to put it into practice</p> <p>Recognise safe crossing points on the road and be aware of the risks when passing drives</p> <p>Be familiar with a road signs and pedestrian crossings</p> <p>Begin to develop an awareness of the Highway Code the rules of the road.</p>		
Restorative Approaches : End of Key Stage targets					
	<p>Know the difference between <i>thoughts</i> and <i>feelings</i></p> <p>Recognise and describe how they are</p>		<p>Understand '<i>individual perspectives</i>' and appreciate that the some events may be</p>		<p>Understand some of the reasons for people having different perspectives about the same event</p>

	<p>feeling using a range of emotion words Recognise and describe reasons for why they are feeling as they Understand that friends sometimes disagree/fall out Begin to recognise how our thoughts and feelings might change over time Begin to understand that we are responsible for our own thoughts and behaviour Suggest ways in which friendships can be made better/improved</p>		<p>experienced differently by different people Begin to recognise the difference between <i>reaction</i> and <i>response</i> Recognise and describe how they are feeling accurately using a wider range of emotion words Recount an event providing contextual information such as 'when, where, what and who' Understand that thoughts and feels can change over time and through <i>reflection</i> Recognise that <i>scales of emotion (intensity)</i> are experienced differently by different people Begin to make <i>judgement</i> about the <i>proportionality</i> of individual responses Understand that we are individually responsible for our thoughts and behaviour Accept that there are sometimes negative</p>		<p>Recognise the difference between <i>reaction</i> and <i>response</i> Understand the role emotions play in <i>reactions</i> Understand the role reflection and judgement plays in <i>responses</i> Understand different ways relationships may be repaired, for themselves and for others Accept that all individuals are responsible for their thoughts and behaviour Accept that thoughts do not need to be acted on Understand the accountability and responsibility we have to ourselves and to others Understand that to successfully repair relationships, different needs must be met and</p>
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			<p>impacts and <i>consequences</i> to our behaviour Begin to recognise what needs might exist for people when a relationship has gone wrong Begin to suggest and enact different strategies to repairing a relationship</p>		<p>that these needs might be individual or organisational Suggest and enact different strategies to maintain and repair a relationship</p>
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