

A Westdale Citizen

PSHRE Knowledge Progression

From the DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for the **END** of primary school

Families and People who care for me Pupils should know; 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.

Caring Friendships Pupils should know 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.

Respectful relationships - Pupils should know • 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.. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships Pupils should know • 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.

Being Safe Pupils should know • 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.

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Year 1

What should I already know?		What I will know by the end of this learning
<p>ELG: Self-Regulation:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	Families and People who care for me	<p>I know the people who look after me.</p> <p>I know who my family is and who are my special people (family, friends, carers).</p> <p>I know who to go to if I am worried.</p>
	Caring Friendships	<p>I know what makes a good friend.</p> <p>I know friendships have ups and downs.</p> <p>I know how my behaviour can affect others.</p> <p>I know how to manage conflict in friendships.</p>
	Respectful Relationships Including anti – bullying	<p>I know what good manners looks like.</p> <p>I know what is fair/unfair, kind/unkind, right/wrong.</p> <p>I know how to play cooperatively.</p> <p>I know and respect the differences and similarities between people and the ways in which we are the same as all other people and what have we in common with everyone.</p> <p>I know when people are being unkind and how to respond and who to tell – Anti Bullying.</p> <p>I know that a bully can look like anyone.</p> <p>I know that bullying is several times on purpose STOP 1.</p> <p>I know what to do if I see bullying and if I am being bullied ‘start telling other people’ STOP 2.</p>
	Online relationships	<p>I know trusted adults who can help me with worries online.</p> <p>I know that some online content is inappropriate and if I see it I will turn off/shutdown and tell a grown up.</p> <p>I know that personal information should not be shared with strangers or friends.</p> <p>I know what age restrictions on games mean.</p>
	Managing feelings	<p>I know that people’s bodies and feelings can be hurt, including what makes them feel comfortable and uncomfortable.</p> <p>I know simple strategies for managing feelings e.g. breathing, count to 10.</p> <p>I know that there is a range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p>

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<p>Explain the reasons for rules, know right from wrong, and try to behave accordingly</p>		<p>I know about change and loss and associated feelings -e.g. moving home, losing toys, pets, friends. I know the benefits of physical exercise on mental wellbeing.</p>	
<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively, and take turns with other</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p>	<p>Being Safe and the wider world</p>	<p>I know how to attract attention (e.g. lost) and recognise who to trust and not to trust. I know when to say 'yes' 'no' 'I'll ask' and 'I'll tell'. I know what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). I know my body belongs to me. I know the names of the main parts of the body including the names for sexual parts i.e. penis and vulva (importance of the Pants rule). I know that money comes from different sources and can be used for different purposes, including concepts of spending and saving. I know about the role money plays in my life including how to keep it safe, choices about spending and saving money and what influences these choices. I know how to stay safe in the sun. I know that household products, including medicines can be harmful if not used properly.</p>	

Year 2

What should I already know?		What I will know by the end of this learning	
<p>I know the people who look after me. I know who my family is and who are my special people (family, friends, carers). I know who to go to if I am worried.</p>	<p>Families and People who care for me</p>	<p>I know families all look different and this should be respected.</p>	
	<p>Caring Friendships</p>	<p>I know it is normal to fall out with friends and what to do if this happens. I know that healthy friendships do not make others feel lonely or excluded.</p>	

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<p>I know what makes a good friend. I know friendships have ups and downs. I know how my behaviour can affect others. I know how to manage conflict in friendships. I know what good manners looks like. I know what is fair/unfair, kind/unkind, right/wrong. I know how to play cooperatively. I know and respect the differences and similarities between people and the ways in which we are the same as all other people and what have we in common with everyone. I know when people are being unkind and how to respond and who to tell – Anti Bullying. I know that a bully can look like anyone. I know that bullying is several times on purpose STOP 1. I know what to do if I see bullying and if I am being bullied ‘start telling other people’ STOP 2. I know trusted adults who can help me with worries online. I know that some online content is inappropriate and if I see it I will turn off/shutdown and tell a grown up. I know that personal information should not be shared with strangers or friends.</p>	<p>Respectful Relationships Including anti – bullying</p>	<p>I know that people and other living things have rights, and everyone has responsibilities to protect those rights, including protecting others’ bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed. I know what is meant by privacy and someone’s right to keep things ‘private’. I know there are different types of teasing and bullying and that these are wrong and unacceptable. I know what an upstander and a bystander is and I know how to be an upstander. I know about unsafe ‘secrets’.</p>	
	<p>Online relationships</p>	<p>I know who to report concerns, where to go for help and support when I am worried about content or contact on the internet and other online technologies. I know that strangers who ask questions may be dangerous. I know that it's good to check with someone before accessing something online. I know that someone may pretend to be someone else online. I know to check before giving any permissions online. I know to behave kindly online, just like in any other relationship (digital footprint). I know the benefits of rationing screen time and effects of too much screen time on wellbeing.</p>	
	<p>Managing feelings</p>	<p>I know at least one thing that I am good at. I know I can get better at things by practising, and everything is difficult before it gets easy. I know mistakes are a big part of our learning. I know that that all feelings are normal - there are no good or bad feelings. I know how to manage big emotions (clean anger – not hurting). I know some strategies for managing feelings – talk, deep breathing, problem solving, breaks. I know that there is a normal range of emotions and scale of emotions in relation to different experiences and situations (size of the problem and a proportionate response). I know strategies to manage changes so I feel safe and happy in my next school – talk about it, acknowledge feelings, look for the positives (transition).</p>	
	<p>Being Safe and the wider world</p>	<p>I know what improves and harms my local, natural, and built environments and develop strategies to care for these (including conserving energy). I know the process of growing from young to old and how peoples’ needs change. I know about and that increasing independence bring responsibility e.g. go where you say you are going. I know the bodily similarities and differences between boys and girls. I know what constitutes and how to maintain a healthy lifestyle, including the benefits of physical activity, rest, healthy eating, sleep, and dental health.</p>	

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<p>I know what age restrictions on games mean.</p> <p>I know that people's bodies and feelings can be hurt, including what makes them feel comfortable and uncomfortable.</p> <p>I know simple strategies for managing feelings e.g. breathing, count to 10.</p> <p>I know that there is a range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>I know about change and loss and associated feelings -e.g. moving home, losing toys, pets, friends.</p> <p>I know the benefits of physical exercise on mental wellbeing.</p> <p>I know how to attract attention (e.g. lost) and recognise who to trust and not to trust.</p> <p>I know when to say 'yes' 'no' 'I'll ask' and 'I'll tell'.</p> <p>I know what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>I know my body belongs to me.</p> <p>I know the names of the main parts of the body including the names for sexual parts i.e. penis and vulva (importance of the Pants rule).</p>		<p>I know the importance of and how to maintain personal hygiene.</p> <p>I know how to make a clear and efficient call to the emergency services.</p> <p>I know basic first aid for common injuries – scrapes, sprains, bangs, cuts.</p>
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<p>I know that money comes from different sources and can be used for different purposes, including concepts of spending and saving.</p> <p>I know about the role money plays in my life including how to keep it safe, choices about spending and saving money and what influences these choices.</p> <p>I know how to stay safe in the sun.</p> <p>I know that household products, including medicines can be harmful if not used properly.</p>		
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