



Skills progression - RSE



EYFS: Personal, social and emotional development	Self-Regulation: Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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.		Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenges; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Building Relationship Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & wellbeing	<ul style="list-style-type: none"> To name the main parts of the body (including external genitalia) and the bodily similarities between boys and girls. To know who looks after them, their family, networks and who to go to if they are worried. 	<ul style="list-style-type: none"> To know rules for and ways of keeping physically and emotionally safe, including e-safety, road, cycle, rail, water and fire safety. To know ways that they can help their parents/carers look after them more easily. To recognise that they share a responsibility for keeping themselves safe, including knowing that they do not need to keep secrets. 	<ul style="list-style-type: none"> To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To know strategies for keeping themselves safe online; the importance of protecting personal information and the distribution of images of themselves and others. To know about people who are responsible for helping them stay safe and healthy. 	<ul style="list-style-type: none"> To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. How their body, will, and their emotions may, change as they approach puberty. 	<ul style="list-style-type: none"> To deepen their understanding of good and not so good feelings; to extend their vocabulary to explain their feelings to others. To know how their body, will, and their emotions may, change as they approach and move through puberty. To know about human reproduction. To understand the responsible use of mobile phones; safekeeping; safe user habits (time limits, use of passcodes, turning off at night). 	<ul style="list-style-type: none"> To know how their body, will, and their emotions may, change as they approach and move through puberty. To know how to take care of their body, understanding that they have the right to protect their body from inappropriate/unwanted contact. To know how to manage requests for images of themselves or others; what is/is not appropriate to ask for/share; who to talk to if they feel uncomfortable or are concerned by a request. To recognise what constitutes a positive, healthy relationship and develop the skills to form positive healthy relationships.
Relationships	<ul style="list-style-type: none"> To know the difference between good/bad secrets and nice surprises, and the importance of not keeping secrets which make them uncomfortable. To identify their special people (family, friends, carers), what makes them special and how special people care for each other. 	<ul style="list-style-type: none"> To know the difference between secrets and nice surprises and the importance of not keeping any secrets that make them feel uncomfortable, anxious or afraid. To identify and respect the differences/similarities between people. To judge what kind of physical contact is acceptable and how to respond. To know people's bodies and feelings can be hurt. 	<ul style="list-style-type: none"> To judge what kind of physical contact is acceptable/unacceptable and how to respond. To know about the concept of "keeping something confidential or secret", when they should or should not agree to this and when it is right to "break a confidence" or "share a secret". 	<ul style="list-style-type: none"> To judge what kind of physical contact is acceptable/unacceptable, and how to respond. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, use of prejudice-based language, trolling and how to respond and ask for help). To recognise and challenge stereotypes. 	<ul style="list-style-type: none"> To recognise what constitutes a positive, healthy relationship and to develop the skills to form positive healthy relationships. To recognise ways in which relationships can be unhealthy, and who to talk to if they need support. To recognise different types of relationships, including those between acquaintances, friends, families and relatives. To know that differences /similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability. To recognise and challenge stereotypes. 	<ul style="list-style-type: none"> To recognise ways in which relationships can be unhealthy and who to talk to if they need support. To know that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other. To know that marriage is a commitment freely entered into by both people and that no-one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. To know that two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership.

<p>Living in the wider world</p>	<ul style="list-style-type: none"> • To know about special people in their community and how people contact them in an emergency. • That people and other living things have rights and everyone has responsibilities to protect those rights. 	<ul style="list-style-type: none"> • To know that they belong to different groups and communities. • To understand ways in which we are all unique. • To understand ways in which we are the same as other people; what we have in common. 	<ul style="list-style-type: none"> • To understand ways in which we are the same as other people; what we have in common. 	<ul style="list-style-type: none"> • To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. • To know that these universal rights are there to protect everyone. • . 	<ul style="list-style-type: none"> • How to recognise bullying and abuse in all its forms. • To understand personal boundaries; to identify what they are willing to share with their most special people, friends etc and that we all have a right to privacy. 	<ul style="list-style-type: none"> • To critically examine what is presented to them in social media and why it is important to do so; to understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to each other.
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