

RHE	Skills					Teaching and learning
	EYFS	KS1	LKS2	UKS2	KS3	
<p>Families and people who care about me</p> <ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, including commitment, times of difficulty, protection and the importance of spending time together That others' families sometimes look different from their family but that they should respect differences and know that other families are also characterised by love and care That stable, caring relationships, which may be of different types, are important for children's well-being That marriage represents a legally recognised, lifelong commitment of two people to each other How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help if needed <p>Caring relationships</p> <ul style="list-style-type: none"> How important relationships are in making us feel happy and secure and how people choose and make friends The characteristics of friendships including respect, trust, support, loyalty, kindness and generosity. That healthy relationships are positive and welcoming towards others and do not make others feel excluded That relationships have ups and downs and that these can often be resolved so that the friendship is repaired or even strengthened and that violence is never right How to recognise who to trust, how to judge when a friendship is making them feel unhappy and how to manage these situations, seeking advice if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them 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 it's link to happiness That they can expect to be treated with respect by others and that they should show respect to others About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help What a stereotype is and how stereotypes can be unfair The importance of permission-seeking and giving in relationships with friends peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> 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 including when they are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and how to report them How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) About the concept of privacy and 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 or other contact How to respond safely and appropriately to adults they may encounter 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 to do so Where to get advice eg; family, school or other sources 	<p><i>PSED (Making relationships)</i></p> <p>40-60 months</p> <ul style="list-style-type: none"> I take steps to resolve conflicts with other children I initiate conversations, attend to and take account of what others say I explain my own knowledge and understanding and ask appropriate questions of others <p>Early Learning Goal</p> <ul style="list-style-type: none"> I play cooperatively, taking turns with others I take account of one another's ideas about how to organise an activity I show sensitivity to others' needs and feelings and form positive relationships with adults and other children <p><i>PSED (Managing feelings and behaviour)</i></p> <p>40-60 months</p> <ul style="list-style-type: none"> I am aware of the boundaries set and of behavioural expectations in the setting I am beginning to be able to negotiate and solve problems without aggression I understand that my own actions affect other people <p>Early Learning Goal</p> <ul style="list-style-type: none"> I talk about how I and others show feelings, talk about my own and other's behaviour, and its consequences and know that some behaviour is unacceptable I work as part of a group or class, and understand and follow the rules. I adjust my behaviour to different situations, and take changes of routine in my stride <p><i>PSED (Self confidence and self awareness)</i></p> <p>40-60 months</p> <ul style="list-style-type: none"> I am confident to speak to others about my own needs, wants, interests and opinions I can describe myself in positive terms and talk about my abilities <p>Early Learning Goal</p> <ul style="list-style-type: none"> I am confident to try new activities, and say why I like some activities more than others I am confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activities I can say when I do or don't need help <p><i>EAD (Being imaginative)</i></p> <p>40-60 months</p> <ul style="list-style-type: none"> I can play alongside other children who are engaged in the same theme I can introduce a storyline or narrative into my play I play cooperatively as part of a group to develop and act out a narrative <p><i>UW (People and Communities)</i></p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> I know that other children don't always enjoy the same things and I am sensitive to this I know about similarities and differences between myself and others, and among families, communities and traditions 	<p><i>PSED (Making relationships)</i></p> <p>Exceeding statements</p> <ul style="list-style-type: none"> I can play group games with rules I understand someone else's point of view can be different from mine I resolve minor disagreements through listening to each other to come up with a fair solution I understand what bullying is and it is unacceptable behaviour <p><i>PSED (Managing feelings and behaviour)</i></p> <p>Exceeding statements</p> <ul style="list-style-type: none"> I can stop and think before acting and I can wait for things that I want. I know when and how to stand up for myself appropriately. I can listen to the suggestions of others and plan how to achieve an outcome without adult help. I know some ways to manage my feelings and am beginning to use these to maintain control <p><i>PSED (Self confidence and self awareness)</i></p> <p>Exceeding statements</p> <ul style="list-style-type: none"> I can speak confidently to a class group I can talk about the things that I enjoy, and are good at, and about the things I do not find easy. I can talk about plans I have made to carry out activities and what I might change if I were to repeat them. I am resourceful in finding support when I need help or information <p><i>UW (People and Communities)</i></p> <p>Exceeding statements</p> <ul style="list-style-type: none"> I know that other children have different likes and dislikes and that they may be good at different things I understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect I understand and follow the school rules for online safety (Key Stage 1) 	<p>Families and people who care about me</p> <ul style="list-style-type: none"> I know that families provide children with love, security and stability I can identify differences in a variety of family types I recognise that stable, caring relationships support well-being I know the importance of marriage as a commitment between two people I can recognise where relationships make me feel unhappy <p>Caring relationships</p> <ul style="list-style-type: none"> I recognise how important strong relationships are for happiness and security. I can talk about how people choose and make friends I can recognise features of a strong friendship. I can recognise the characteristics of a healthy relationship I know that problems in relationships can often be resolved I make good judgements about who to trust I know when a friendship is making me feel unhappy <p>Respectful relationships</p> <ul style="list-style-type: none"> I am aware that people may have different views and beliefs to my own I model respect of others in the way that I conduct myself I am clear on the steps I can take in a range of different contexts to improve or support respectful relationships I understand the conventions of courtesy and manners I understand how self-respect is important for a person's happiness I understand what is meant by mutual respect I am aware of different types of bullying, including cyber-bullying I am aware of my own responsibilities towards bullying I am clear about what a stereotype is and how stereotypes can be unfair I understand the importance of permission-seeking and giving in relationships with children and adults <p>Online relationships</p> <ul style="list-style-type: none"> I am aware that people sometimes behave differently online, including by pretending to be someone they are not I can talk about the rules and principles for keeping safe online I know how information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> I recognise the boundaries that are appropriate in friendships with peers and others (including online) I understand that it is not always right to keep secrets if they relate to being safe I make informed decision about privacy I respond safely and appropriately to unfamiliar adults who I meet I recognise feelings of being unsafe I know how to ask for advice or help for myself or others I know how to report concerns or abuse I know where to get advice from my own network eg; family and school 	<p>Families and people who care about me</p> <ul style="list-style-type: none"> I can describe the key characteristics of a healthy family life I respect the differences between different types of family I understand that different families are characterised by love and care I recognise that stable, caring relationships can be of different types I know where to seek help when relationships make me feel unhappy <p>Caring relationships</p> <ul style="list-style-type: none"> I can describe relationships in my own life that provide happiness and security I can describe the key characteristics of a strong friendship I know the characteristics of a healthy relationship in different contexts I conduct myself in a way which is positive, inclusive and welcoming towards others I know that resolving problems in relationships can repair and even strengthen them I recognise that violence is never the right way to resolve a conflict I make good judgements about who to trust in a range of contexts I know how to seek advice when a friendship is making me feel unhappy <p>Respectful relationships</p> <ul style="list-style-type: none"> I recognise the importance of respecting the views, beliefs and choices of others I am successful in building and maintaining respectful relationships in a range of contexts I consistently display good manners I recognise the importance of mutual respect in building positive relationships I can talk about different types of bullying and the impact they may have I am aware of the responsibilities of others towards bullying eg; bystanders and how to get help I can give examples of where stereotypes can be unfair <p>Online relationships</p> <ul style="list-style-type: none"> I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others I can recognise online risks, harmful content and how to report them I critically consider my online friendships and sources of information including awareness of the associated risks I understand and follow the school rules for online safety (Key Stage 2) <p>Being safe</p> <ul style="list-style-type: none"> I understand the concept of privacy and how this applies to children and adults I understand that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical or other contact I make good decisions when I recognise feelings of being unsafe I seek advice and keep trying until I am heard I have the vocabulary and confidence to articulate my concerns I know where to get advice from a range of sources 		