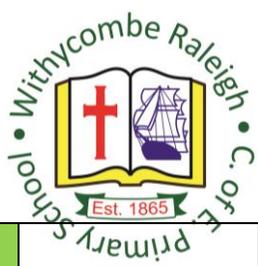


Withycombe Raleigh Church of England Primary School  
Progression in RSE Skills



Skills	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Units		Be Yourself Aiming High TEAM Britain It's My Body Money Matters	Respecting Rights Think Positive VIPs Safety First One World Growing Up	Be Yourself Aiming High TEAM Britain It's My Body Money Matters	Respecting Rights Think Positive VIPs Safety First One World Growing Up	Be Yourself Aiming High TEAM Britain It's My Body Money Matters	Respecting Rights Think Positive VIPs One World Growing Up



# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



Relationships Education Families and People Who Care For Me	<ul style="list-style-type: none"> <li>To identify their special people (family, friends &amp; carers), what makes them special and how special people should care for one another</li> <li>To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</li> <li>To learn to identify and respect the differences and similarities between people</li> </ul>	<ul style="list-style-type: none"> <li>To identify the people who love and care for them and what they do to help them feel cared for</li> <li>To understand about the roles different people (e.g. acquaintances, friends and relatives) and how they play</li> <li>To understand about different types of families including those that may be different to their own.</li> <li>To learn about how our families help keep us safe</li> <li>To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> </ul>	<ul style="list-style-type: none"> <li>To understand that differences and similarities between people are from a number of factors</li> <li>To understand the importance of spending time together and sharing each other's lives</li> <li>To understand the characteristics of healthy family life</li> </ul>	<ul style="list-style-type: none"> <li>To know how families can help our mental health by providing security</li> <li>To know how families can help our mental health through caring and loving relationships</li> <li>To understand marriage and civil partnerships are a legal commitment based on love</li> <li>To understand there are different types of relationships and different types of families</li> </ul>	<ul style="list-style-type: none"> <li>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe in relation to choice, control and consent</li> </ul>	<ul style="list-style-type: none"> <li>That families of various different types are important for children growing up because they can give love, security and stability</li> <li>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</li> <li>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</li> <li>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</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



Caring Friendships	<ul style="list-style-type: none"> <li>To form positive relationships and make positive friendships</li> <li>To work cooperatively with peers</li> <li>To show sensitivity to their own and others' needs</li> </ul>	<ul style="list-style-type: none"> <li>To explain how to be kind and why it is important</li> <li>To learn to listen to other people &amp; play &amp; work cooperatively (including strategies to resolve simple arguments through negotiation)</li> </ul>	<ul style="list-style-type: none"> <li>To understand about how people make friends and what makes a good friendship.</li> <li>To learn about ways of sharing feelings; learning a range of words to describe feelings</li> <li>To learn about what is kind and unkind behaviour, and how this can affect others</li> <li>To learn simple strategies to resolve arguments between friends positively</li> <li>To know how to ask for help if a friendship is making them feel unhappy</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of self-respect and how it links to own happiness</li> <li>To understand practical steps they can take in a range of different contexts to improve and support respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>To know what it means to trust a friend.</li> <li>To identify my own support network of trusted people</li> <li>To recognise a healthy friendship and how it can be inclusive</li> <li>To demonstrate strategies to resolve conflict with friends</li> <li>To demonstrate strategies for resolving conflicts with others</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences); that the same principles apply to online friendships as to face-to-face relationships</li> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> <li>To recognise if a friendship (on- or off-line) is making them feel unsafe or uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>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</li> <li>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</li> </ul>
--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

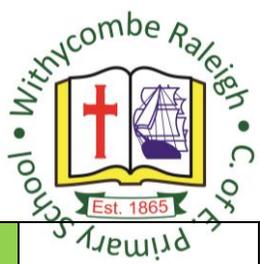


# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Respectful Relationships</p>	<ul style="list-style-type: none"> <li>• To work cooperatively and play/take turns with others</li> <li>• To show sensitivity to their own and others' needs</li> <li>• To explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• To work and play cooperatively with others</li> </ul>	<ul style="list-style-type: none"> <li>• To learn to identify and respect the differences and similarities between people.</li> <li>• To learn that people and other living things have rights and that everyone has responsibilities to respect those rights</li> <li>• To be able to talk about things that make me feel happy</li> <li>• To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> <li>• To recognise different types of teasing and bullying, to understand that these are wrong &amp; unacceptable</li> <li>• To recognise that they share a responsibility for keeping themselves and others safe and when to say 'yes', 'no', 'I'll ask' &amp; 'I'll tell'</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to listen to other people and play and work cooperatively</li> <li>• To identify what they are good at, what they like and dislike</li> <li>• To learn what is fair and unfair, kind and unkind, right and wrong</li> <li>• To understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>• To know that people and other living things have rights and that everyone has responsibilities to protect those rights</li> </ul>	<ul style="list-style-type: none"> <li>• To identify how respect of differing opinions and ideas to their own can be shown</li> <li>• To learn how to play and work cooperatively</li> <li>• The conventions of courtesy and manners</li> <li>• To recognise the importance of self-respect</li> <li>• To learn in school and in wider society they can expect to be treated by others and to show respect</li> <li>• To understand the importance of respecting others regardless of what our first ideas are of them</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> </ul>	<ul style="list-style-type: none"> <li>• To understand all children, regardless of race, gender, colour, or nationality share the same rights under the UN convention of the rights of the child</li> <li>• To recognise strategies for how to maintain healthy relationships with others</li> <li>• To understand that a positive attitude is good for our mental health</li> <li>• To understand all people share the same rights and that people in positions of authority have the responsibility to uphold those rights</li> <li>• To identify what bullying is and what it is not</li> <li>• To recognise what a stereotype is and how negative stereotypes can be destructive</li> <li>• To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs</li> <li>• Strategies to resolve disputes and reconcile differences positively and safely</li> <li>• To recognise and model respectful behaviour</li> <li>• To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>• To learn about seeking and giving permission in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults, explored through positive and negative relationships</li> </ul>
-----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

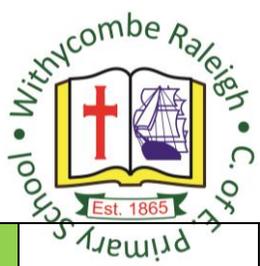


# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



Online Relationships		<p>(Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>(Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> </ul>	<p>(Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> </ul>	<p>(Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>• To recognise how to keep safe online</li> <li>• To understand how to keep myself safe online</li> </ul>	<p>(Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• To recognise if a friendship (on- or off-line) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> </ul>	<p>(Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
----------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



Being Safe	<ul style="list-style-type: none"> <li>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including what makes them feel comfortable &amp; uncomfortable)</li> <li>To learn to recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' &amp; 'I'll tell', including knowing that they do not need to keep secrets.</li> <li>To know that I can choose what happens to my body.</li> <li>To learn about people who look after them, their family networks, who to go to if they are worried and who to how to attract their attention</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that they share a responsibility for keeping themselves and others safe</li> <li>To know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</li> <li>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> <li>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> <li>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>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'</li> <li>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</li> <li>To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</li> <li>To know about people who are responsible for helping them stay healthy and safe</li> <li>To develop the skills and strategies required to get support if they have fears for themselves or their peers</li> </ul>	<ul style="list-style-type: none"> <li>To understand you have the choice to not do something that makes you feel uncomfortable</li> <li>To understand how to keep myself safe online</li> <li>To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>To recognise different types of physical contact, what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>About keeping something confidential or secret – when this should or should not be agreed to and when it is right to break a confidence or share a secret</li> <li>To recognise if a friendship (on- or off-line) is making them feel unsafe or uncomfortable, how to manage this and ask for support if necessary</li> </ul>	<ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others</li> <li>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</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>Where to get advice, for example family, school or other sources</li> </ul>
------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# Withycombe Raleigh Church of England Primary School

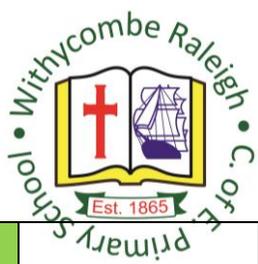
## Progression in RSE Skills



Physical Health and Mental Wellbeing

Mental Wellbeing

<ul style="list-style-type: none"> <li>• To have to be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• To express their ideas and feelings about their experiences using full sentences</li> <li>• To form positive attachments to adults and friendships with peers</li> <li>• To show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain how a positive learning attitude can help me</li> <li>• To recognise and name different feelings, how feelings can affect people's bodies and how they behave</li> <li>• To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> <li>• To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity</li> <li>• To know how to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for help.</li> <li>• To recognise different types of teasing and bullying and to understand that these are wrong and unacceptable.</li> <li>• How to recognise what others might be feeling.</li> <li>• To recognise that not everyone feels the same at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</li> <li>• To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</li> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>• To learn how to make real, informed choices that improve their physical and emotional health</li> <li>• To recognise that their behaviour can affect other people.</li> <li>• To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> </ul>	<ul style="list-style-type: none"> <li>• To identify simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• To learn about everyday things that affect feelings and the importance of expressing feelings</li> <li>• To use varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li> <li>• The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>• To learn what positively and negatively affects their physical, mental and emotional health</li> <li>• To demonstrate problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> <li>• The importance of seeking support if feeling lonely or excluded</li> <li>• To know that their actions affect themselves and others</li> <li>• To have an understanding of good and not-so-good feelings, using their vocabulary to enable them to explain the range of their feelings to others.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that a positive attitude is important for mental health</li> <li>• To recognise and managed positive and negative emotions effectively</li> <li>• To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>• To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> <li>• To use mindfulness techniques to calm down</li> <li>• To develop their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain the range of their feelings</li> <li>• To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</li> <li>• To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how regular (e.g. daily/weekly) exercise benefits mental and physical health</li> <li>• 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</li> <li>• How regular exercise benefits mental and physical health</li> <li>• To know sleep contributes to a healthy lifestyle</li> <li>• To recognise the importance of seeking support if feeling lonely or excluded</li> <li>• That personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>• To recognise when they need help and develop the skills to ask</li> </ul>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• 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</li> <li>• 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</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• That bullying has a negative and often lasting impact on mental wellbeing</li> <li>• 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)</li> <li>• 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</li> </ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



Internet Safety and Harms		<p>(Also Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>Rules for, and ways of, keeping physically and emotionally safe, including responsible ICT use and online safety.</li> </ul>	<p>(Also Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>To recognise that choices can have good and not-so-good consequences.</li> <li>To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</li> </ul>	<p>(Also Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>To know that their actions affect themselves and others</li> <li>To know that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>To explore and critique how the media present information.</li> </ul>	<p>(Also Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>To consider what positively and negatively affects their physical, mental and emotional health.</li> <li>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</li> <li>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</li> </ul>	<p>(Also Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>That personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>To understand how retailers try to influence our spending</li> </ul>	<p>(Through Computing Curriculum)</p> <ul style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits</li> <li>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</li> <li>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</li> <li>Why social media, some computer games and online gaming, for example, are age restricted</li> <li>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</li> <li>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>Where and how to report concerns and get support with issues online</li> </ul>



# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



Physical Health and Fitness	<ul style="list-style-type: none"> <li>To manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes, and how to maintain, a healthy lifestyle, including the benefits of physical activity, rest, healthy eating and dental hygiene</li> <li>To make healthy choices about sleep, food, drink and exercise</li> <li>To know who to go to if they are worried.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</li> <li>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> </ul>	<ul style="list-style-type: none"> <li>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</li> <li>To know how to keep healthy and who to speak to if they need support</li> </ul>	<ul style="list-style-type: none"> <li>To understand what positively and negatively affects their physical, mental and emotional health.</li> <li>To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>Choices that support a healthy lifestyle and recognise what might influence these</li> <li>How regular exercise benefits mental and physical health (e.g. walking or cycling to school)</li> <li>How to recognise that habits have a positive and negative effect on a healthy lifestyle.</li> <li>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>To learn how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
-----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

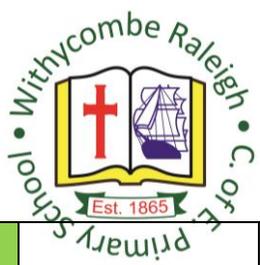


# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



Healthy Eating	<ul style="list-style-type: none"> <li>To know how to make healthy choices about food and drink</li> </ul>		<ul style="list-style-type: none"> <li>To understand what might influence their choices and the benefits of eating a balanced diet</li> <li>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</li> <li>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</li> </ul>		<ul style="list-style-type: none"> <li>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</li> <li>What constitutes a healthy diet (including understanding calories and other nutritional content)</li> </ul>	
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>To know that some medicines, can be harmful if not used properly</li> </ul>	<ul style="list-style-type: none"> <li>To know that household products, including medicines, can be harmful if not used properly</li> </ul>	<ul style="list-style-type: none"> <li>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</li> </ul>	<ul style="list-style-type: none"> <li>To recognise dangerous substances and how they affect the human body</li> </ul>	<ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	

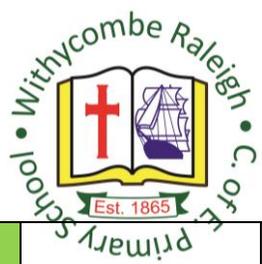


# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



Health and Prevention		<ul style="list-style-type: none"> <li>• To understand how to make healthy choices about sleep</li> <li>• The importance of, and how to maintain, personal hygiene.</li> <li>• To know what constitutes and how to maintain a healthy lifestyle, including the benefits of dental health.</li> <li>• To recognise how some diseases are spread and can be controlled.</li> </ul>		<ul style="list-style-type: none"> <li>• To learn what positively and negatively affects their physical, mental and emotional health (specifically sleep)</li> <li>• To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> </ul>	<ul style="list-style-type: none"> <li>• The facts and science relating to allergies, immunisation and vaccination</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>	
-----------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



# Withycombe Raleigh Church of England Primary School

## Progression in RSE Skills



Basic First Aid			<ul style="list-style-type: none"> <li>To know special people who can help and how to call 999</li> </ul>		<ul style="list-style-type: none"> <li>To know risks and hazards for given situations, calling 999 for emergency help</li> <li>To know what to look for to check if someone is experiencing an emergency and the first things to do</li> </ul>		
Changing Adolescent Body			<ul style="list-style-type: none"> <li>To learn the names for private parts of our bodies</li> </ul>		<ul style="list-style-type: none"> <li>To learn how the bodies of boys and girls and emotions will change as they approach puberty</li> <li>To describe how girls' bodies will change as they go through puberty</li> </ul>	<ul style="list-style-type: none"> <li>Some of the key facts about puberty and the changing adolescent body, including physical changes</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>	<ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>Further develop understanding about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>