



Rusper Primary School PSHE and RSE skills grid

Thread	EYFS	KS1		Lower KS2		Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Relationships education:</p> <p>Families and People who care for me and Caring Friendships</p>	<p>Names the people who they live with and their relationships to them.</p> <p>Forms positive relationships with adults and children.</p> <p>Can name and talk about behaviours that keep us safe and happy in school and home.</p> <p>Knows how to get help if somebody upsets or hurts them.</p>	<p>Identifies the different roles of people at school and home.</p> <p>Knows that all families look different.</p> <p>Recognise their own feelings.</p> <p>Know when their friends and family are feeling happy.</p> <p>Recognise what is fair, unfair, kind, unkind, right and wrong.</p> <p>Know what to do if somebody is unfair or unkind.</p>	<p>Understands and respects the differences and similarities between people and families.</p> <p>Recognises different types of families and how their own home-life is special.</p> <p>Understands families and friends care for each other in various ways and that everybody needs to be cared for in different ways.</p> <p>Understands what makes a good friend.</p> <p>Can identify people who are special to them and explain why.</p>	<p>Knows that differences and similarities arise from various factors (including: family, culture, age, gender, personal interests and belief).</p> <p>Explains what is meant by 'community' and names some of the communities they belong to.</p> <p>Recognises and values the diverse communities that exist and how they connect.</p> <p>Recognises when somebody is being unkind or unfair to them and knows what to do in these situations.</p>	<p>Recognises some of the aspects that contribute to healthy relationships and develops skills to manage their own relationships.</p> <p>Recognises the similarities between the needs and wants of boys and girls and challenges gender stereotypes around hygiene and grooming.</p> <p>Shows empathy towards to the feelings of others within relationships, including their family.</p>	<p>Recognises ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>Knows what is meant by 'Domestic Abuse/Violence' and understands that it is not acceptable for there to be violence in relationships.</p> <p>Knows what to do if they experience violence or witness abuse, including where to get help and support.</p>	<p>Can identify positive qualities and expectations from a variety of relationships.</p> <p>Knows similarities and differences between friendships and intimate relationships.</p> <p>Can describe different types of intimate relationships, including marriage.</p> <p>Identifies some skills and qualities needed to be a parent or carer.</p> <p>Knows that both men and women can take on these role and responsibilities.</p> <p>Understands and can describe different family structures.</p> <p>Knows that families are characterised by love and care.</p> <p>Explains what can make a place somebody lives a 'home'.</p> <p>Recognises what constitutes and positive and healthy relationships and develops the skills to form and maintain healthy relationships.</p>

<p>Respectful relationships</p>	<p>Plays co-operatively with others, sharing and taking turns. Has own ideas/opinions and the confidence to talk about these with trusted people. Knows that their actions/words affect others. Knows that people are all different and enjoy different things. Can name something that makes them special.</p>	<p>Recognises some of the things that make them special, understands that people are different and everybody has something that makes them special. Solves simple dilemmas and understands the importance of taking responsibility at home and school (including for the environment) Recognises helpful and unhelpful behaviour in school and understands how their behaviour can affect others.</p>	<p>Recognises how their behaviour affects others. Can describe some of the things that can go wrong with friendships. Understands the importance of being cooperative with others and know ways to solve problems that may arise within relationships. Understands that people may have different feelings to them. Understands that boys and girls can do the same things but that sometimes TV, stories and people say 'girls do this' and 'boys do that'.</p>	<p>Understand that we can work together, whether we have differences or similarities. Identifies positive and negative aspects of belonging to a group and understands that there may be times when they don't agree with others in a group. Can stand up for their own viewpoint, and understands that people may have different opinions.</p>	<p>Understand that Britain is a democratic society and what this means. Knows that there are different political parties with differing beliefs and shows respect for the views of others. Understands that people have influence on democracy and politics through voting in elections. Understands that their actions affect themselves and others. Develops self-awareness in terms of doing the right thing. Learns the connection between discrimination and uncomfortable feelings.</p>	<p>Explain what is meant by 'stereotype'. Knows that stereotypes exist for different groups, including gender stereotypes. Have the skills to challenge stereotypes. Identifies some discriminatory language and knows what to do if they experience discriminatory language at school. Understands how discriminatory language can make people feel and that this is unacceptable. Develops self-awareness, doing the right thing. Understands that their actions affect themselves and others. Recognise how images and campaigns in the media and social media do not always reflect reality, and can affect how people feel about themselves e.g. body image, eating issues.</p>	<p>Knows how to be a good buddy to new Reception children. Can identify a disclosure from a young child and knows what to do in this situation. Knows about the stigma and discrimination that can affect people with mental ill health and knows ways to reduce this stigma and discrimination. Recognises and challenges gender stereotypes. Knows how our attitudes and values about gender and sexuality can be affected by factors such as the media, religion and culture. Understands how stereotypes can affect equality, causing inequality of opportunity and affect behaviour. Knows what is meant by migration, identifies reasons for migration and understands the challenges that moving and settling in a new place may bring. Know about human rights and the UN rights of the child. Appreciates the difficulties that homelessness brings and know some ways in which charities and initiatives can help.</p>
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<p>Online relationships</p>	<p>Recognises, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Recognises that there may be people online who could make them feel sad, embarrassed or upset. Knows when and how to speak to a trusted adult. Describes how to behave online in ways that do not upset others.</p>	<p>Explains that people may look or act differently online. Gives examples of issues online that may make somebody feel sad, worried or frightened. Understands that the internet can be used to communicate with people who you do not know offline and can describe some risks associated with this. Understands their right to say 'no' online, just like offline.</p>	<p>Explains what is meant by the term 'identity'. Explains ways in which somebody may change their identity online, depending on what they are doing (gaming, using an avatar, social media) Explains how 'knowing' somebody online is different to knowing them offline. Explains why it is important to be careful about who we trust online.</p>	<p>Explains how their online identity can be different to their offline identity. Describes positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. Explains that others online can pretend to be someone else, including their friends, and can suggest reasons why they might do this. Explains how someone's feelings can be hurt by what is said or written online. Gives examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours</p>	<p>Explains how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. Gives examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Recognises online bullying can be different to bullying in the physical world and can describe some of those differences.</p>	<p>Explains how sharing something online may have an impact either positively or negatively. Describes how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. Describes how things shared privately online can have unintended consequences for others. e.g. screen-grabs. Explains that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>
<p>Being safe</p>	<p>Know some ways to keep safe in the classroom and playground, including safe use of resources. Knows who and how to ask for help if something is upsetting or hurting them. Can explain what a stranger is. Recognises the potential danger</p>	<p>Knows to tell a trusted adult if they feel unsafe or worried and can ask for help if they need it. Understand that there are times when secrets shouldn't be kept. Recognises danger in certain situations (including stranger danger) Recognises the differences between</p>	<p>Knows some ways to keep safe in the home, including fire safety, and outside. Understands their own responsibility for keeping safe. Identifies some hazards in relation to road safety and knows how to cross a road safely.</p>	<p>Recognises bullying and how it makes people feel. Knows different types of bullying (including online) and how to respond to incidents of bullying. Knows what to do if they witness bullying.</p>	<p>Knows how laws are made and the importance of following them. Understands the contributions that individuals and groups can have on social and environmental change. Knows how to keep safe in terms of their computer gaming habits.</p>	<p>Knows some of the things that may cause a young person to run away, understands the potential risks and dangers and knows where to find help.</p>	<p>Knows about the feelings that may be associated with being allowed more independence in the local area. Knows how to recognise peer pressure, and strategies to deal with this. Knows about the consequences of anti-social behaviour, including gang related behaviour.</p>

	that strangers can pose.	bad and good touches. Identifies people in the community who can help them.			Knows ways to keep safe around roads, rail, water, building sites and fireworks. Can identify and assess the level of risk in a situation and knows some ways to respond to unhelpful pressure.		Knows what FGM is and why it is important for girls to be protected from this. Knows how and where somebody can get help.
Physical health and mental wellbeing: Mental wellbeing	Names basic emotions and can recognise some actions which demonstrate these emotions, such as crying or smiling.	Names different feelings/emotions and recognise what these may look like. Recognises that some feelings may be stronger than others. Can identify some ways of managing certain feelings. Knows how to get help if they need it.	Recognises and celebrates strengths. Sets simple but challenging goals. Describes how it feels to be sad/unhappy and knows ways to express these feelings and some ways to manage these feelings. Understands there may be times of loss/change and how this might make them feel.	Celebrates their own and others' strengths and attributes. Sets high aspirations and goals, explains how it feels to be challenged. Plans simple steps to meet a goal or challenge. Knows what 'put-downs' and 'set-backs' are and how to deal with these and the feelings they may provoke using some positive strategies. Knows some ways of coping with change and understands the link to emotional wellbeing.	Names some factors, including changes that can affect people's emotional well-being. Understands that feeling different emotions is a part of life. Understands that everyone's mental health can change over time. Knows how puberty can effect emotions and behaviour and some strategies for dealing with this. Knows some strategies to deal with their feelings in the context of relationships. Extends vocabulary to describe range and intensity of their feelings. Recognises and responds appropriately to a wider range of feelings in others.	Knows what positively and negatively affects their physical, mental and emotional health. Understands that everyone's mental health can change over time. Knows how puberty can effect emotions and behaviour and some strategies for dealing with this. Knows some strategies to deal with their feelings in the context of relationships. Knows that some people find change easier than others. Knows that there are things they can do that help them cope with or accept change. Defines what is meant by 'mental health' and can identify what mental health looks like. Recognises the link between strong emotions and poor mental health and	Understands and can discuss what is meant by the term 'mental health' Understands that mental health can change frequently and one mental state is not necessarily permanent. Knows some of the things that can affect mental health, including the media and some strategies to deal with this. Understands that anybody can be affected by mental ill health. Knows everyday ways to look after their mental health. Knows how to get help and support with their mental health. Can use appropriate language to describe emotions on a deeper level. Understands and knows ways to manage emotions related to transitions – specifically the transition to Secondary school.

						<p>develop protective strategies. Recognises that anyone can be affected by poor mental health. Identifies the appropriate language to use to describe mental health. Knows what people can do to support their mental health and where people can get help.</p>	
<p>Internet safety and harms</p>	<p>Recognises some ways in which the internet can be used to communicate and can give some examples.</p>	<p>Gives examples of when to ask permission to do something online and explain why this is important. Uses the internet with adult support to communicate with people they know (e.g. video call apps or services). Recognises that they may find things online that they like/dislike and knows how to get help from a trusted adult if they see things that make them feel sad, uncomfortable, worried or frightened. Knows basic rules to keep safe online.</p>	<p>Describes what information shouldn't be put online without asking a trusted adult first. Explains how information put online about someone can last for a long time. Understands what bullying is and that it can happen online or offline. Understands that some of the information that can be found online may be untrue. Knows who to talk to about anything that causes them concern while online.</p>	<p>Knows why it is important to be careful when sharing personal information online. Knows how to behave appropriately online and why this is important. Recognises the signs of bullying online and knows how and where to get help. Knows the difference between fact, opinion and belief and can give examples of when these may be shared online. Knows the negative impact that spending too much time online can have on people's mood, sleep, body and relationships. Understands the need for age restrictions online and their ability to say 'no' if they are pressured to watch/do something online that they are not happy with.</p>	<p>Recognises when someone is upset, hurt or angry online. Describes ways people can be bullied through a range of media (e.g. image, video, text, chat). Explains why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). Explains what is meant by 'fake news' on the internet e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. Identifies times or situations when someone may need to limit the amount of time they use</p>	<p>Demonstrates how to make responsible choices about having an online identity, depending on context. Explains how anyone can get help if they are being bullied online and identify when to tell a trusted adult. Identifies a range of ways to report concerns and access support both in school and at home about online bullying. Evaluates digital content and can explain how to make choices about what is trustworthy. Describes some strategies, tips or advice to promote health and wellbeing with regards to technology. Explains what a 'strong password' is and its importance.</p>	<p>Identifies and critically evaluates online content relating to gender, race, religion, disability, culture and other groups, and explains why it is important to challenge and reject inappropriate representations online. Describes issues online that could make anyone feel sad, worried, uncomfortable or frightened. Knows and can give examples of how to get help, both on and offline. Explains the ways in which anyone can develop a positive online reputation. Explains strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Recognises online bullying can be</p>

					<p>technology e.g. suggests strategies to help with limiting this time.</p> <p>Describes ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>Describes strategies for keeping personal information private.</p>		<p>different to bullying in the physical world and can describe some of those differences.</p> <p>Describes how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. Explains how someone would report online bullying in different contexts.</p> <p>Explains what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p>
<p>Physical health and fitness</p>	<p>Knows that regular exercise keeps us healthy.</p>	<p>Recognise how being active makes them feel and chooses their favourite active games.</p>	<p>Understands that an hour a day of exercise is important for good health and some ways in which they can be active.</p>	<p>Evaluates the level of physical activity in different pastimes. Recognises that they have choices in how they spend their free time.</p>	<p>Explains the importance of getting enough sleep for health and wellbeing. Recognises the effects of too much screen time on sleep, health and wellbeing.</p>	<p>Analyses the media portrayal or celebrities – including how the media can present celebrities as role models, how this can influence people in a good or bad way and to be cautious about what they see, hear and read in the media.</p> <p>Understands that the media often manipulate the images they present and that these images may affect the way people feel about themselves.</p>	<p>Understands the importance of being healthy physically, emotionally and mentally.</p> <p>Understands and respects that people have different bodies.</p>

Healthy eating	Can identify some foods that contribute to being healthy. Can identify some foods that are not as healthy.	Identifies different types of foods. Understands that some foods eaten on special occasions may be different to every day foods. Can categorize foods into healthy foods and treats.	Know what a healthy diet looks like and the benefits of a healthy diet.	Makes healthy choices about food and drink and can use the eat-well guide to help them make informed decisions. Understands some factors that may influence their food and drink choices, including branding/packaging.	Know why people may eat or avoid certain foods (religious, moral, cultural or health reasons). Know about other factors that contribute to people's food choices (ethical farming, fair trade, seasonally).	Knows about the role of advertising on food and drink choices.	Compares the health benefits of food and drinks in relation to advertisements and marketing messages.
Drugs, alcohol and tobacco	Knows how to take risks and manage their own safety. Knows how to get help if they need it.	Recognises that different things that can go into/onto a person's body can make them feel good or bad. Identifies if a substance may be harmful. Knows that substances can be absorbed through the skin. Knows some basic safety rules around things that go in or onto the body.	Understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill. Recognises that each medicine has a specific use. Knows that medicines come in different forms. Understands where medicines come from and who decides which medicines to take – doctors prescribe, pharmacy or bought from a shop. Know how to keep themselves safe around medicines – they come with instructions, how to be stored safely and that they can be harmful if taken when not needed/not how instructed.	Defines the term 'drug'. Identifies when a drug might be harmful. Recognises tobacco as a drug. Knows the effects and risks associated with smoking and second-hand smoke. Knows the benefits of not smoking. Understands the laws around smoking and why these are important. Understands that it may be hard to stop smoking once a person has started and that there is support available to help a person stop smoking.	Knows that there are drugs (other than medications) which are present in everyday life for some people, and why people choose to use them. Understands the effects and risks associated with drinking alcohol and knows the laws related to alcohol consumption. Recognises different patterns of behaviour associated with the use of drugs. Can explain the meaning of 'habit' and 'addiction'.	Know the associated risks with smoking drugs, including health, money, social effects and the law. Understand the influences that people face when it comes to deciding to smoke/take drugs and drink alcohol, including the media and peer pressure.	Know about some of the possible effects and risks associated with different drugs. Know that some drugs are restricted or illegal to use, own or supply to others. Understand when and why some people may use drugs. Can assess the level of risk in different situations involving drug use. Can use some methods to manage risk in situations involving drug use.
Health and prevention	Knows how to keep clean and why this is important – brushing teeth,	Knows the effects of too much sun on the body and can explain how to keep	Understand how basic hygiene can stop the spread of disease.	Identifies a range of different physical activities which can	Knows about the effects of puberty on personal hygiene and	Knows strategies to resist the pressures around drug/alcohol use.	

	washing hands, bathing. Knows how to take risks and manage their own safety. Knows how to get help if they need it.	themselves safe from the sun.	Know people who can help us to prevent illness and stay healthy (including vaccinations). Describes daily routines which promote good health and hygiene.	help to keep them healthy.	some strategies for managing this. Can identify sources of information, support and advice for children and young people in relation to puberty and growing up.	Can make informed choices when it comes to using drugs/alcohol, even when there is pressure from others.	
Basic first aid	Recognises an emergency situation and can call for help – including calling 999.	Recognises an emergency situation and can call for help – including calling 999.	Recognises an unconscious causality and knows how to safely put a person in the recovery position.	Knows what Asthma is, how to recognise the symptoms of an Asthma attack and how people treat Asthma as a condition and as an attack. Can put a person in the recovery position and knows when to use this.	Assesses an emergency situation and can call for help. Knows how to respond to basic first aid situations including choking. Knows how to recognise and some strategies to deal with serious bleeding.	Recognises and knows some basic first aid to support a person having a suspected heart attack.	Review of first aid skills learned across school.
Changing adolescent body	Understands that their body belongs to them. Understands that certain parts of their bodies are private – NSPCC PANTS rule. Understand some areas in which they can look after themselves e.g. dressing and undressing. To understand why hygiene is important. Understand some basic hygiene routines. To recognise that all families are different.	Names parts of their body using scientific terms. Understands that parts of their body are private. To know the importance of and how to maintain personal hygiene. To understand about the process of growing from young to old and how people's needs change. To know about people who look after them and who to go to if they are worried.	Defines difference and similarity. Describes the biological differences between male and female animals. Understands that the creation of life requires a male and a female. Describes the biological differences between male and female children. Labels the male and female sex parts with confidence and knows that they are related to reproduction. Identifies key stages in the human life cycle.	To explore the differences between males and females and to name the body parts. To consider touch and to know that a person has the right to say what they like and dislike. Identify different types of touch that people like and do not like. To understand personal space. To talk about ways of dealing with unwanted touch. To explore different types of families and who to go to for help and support. To understand that all families are different.	Identifies changes throughout the human life cycle. Understands changes are ongoing and individual. Defines puberty. Identifies physical changes associated with puberty and understands that everybody's experience is different, beginning and ending at different times. Can understand menstruation and wet dreams, understands the link between these and sex cells.	Knows about the changes that happen during puberty, including physical, emotional and behavioural changes. Knows that puberty can begin at any age between 8 and 17.	Knows about human reproduction in relation to the human life cycle. Names the male and female sex cells, and reproductive organs. Knows how a baby is made and uses scientific language to discuss conception and pregnancy. Knows that contraception protects people from pregnancy and sexually transmitted infections, including HIV. Knows some of the myths and misconceptions associated with HIV. Identifies sources of information, support

	Understand how members of a family can help each other		Understands that all living things, including humans, start life as a baby and can describe some of the ways they have changed since they were a baby.	and have different family members.			and advice for children and young people. To explore positive and negative ways of communicating in a relationship. To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.
Careers, Financial capability and economic well-being	Can identify some key jobs/roles in their community. Knows that we use money to buy things.	Understands that people get money in different ways and make choices about how to spend their money. Understands why people may want to save their money and identifies some places money can be kept safe.	Understands that having a job means people can earn money and that both men and women are able to do a range of jobs.	Understands some of the influential factors on people to spend or save their money. Knows how to keep track of their money. Understands that there are various jobs and ways of working available – including part time, full time, shift work etc. Identifies the skills and attributes needed for different jobs.	Understands that local councils organise services based on government guidance. Recognises that there are limited resources/money for the needs of the community.	Understands that there are different ways that people can pay for something. Explains the differences between manageable and unmanageable debt. Identifies where people can get support with money worries.	Understands that money is one factor in choosing a job and that different jobs pay different amounts of money. Discusses the importance of salary in relation to job satisfaction. Knows about enterprise, the skills needed and what makes a successful enterprise.