

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