

RSHE Progression of Skills – Cycle B

Key Stage	Autumn 1 – Exploring Emotions Module	Autumn 2 – Bullying Matters Module	Spring 1 – Diversity Matters Module	Spring 2 – Relationships Matters Module	Summer 1 – Changes Module	Summer 2 – Growing Up Module
Key Stage 1	<ul style="list-style-type: none"> • Name a range of words to describe feelings. • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave. • Explore how to recognise different feelings. • Talk about how we recognise what others might be feeling. • Understand that not everyone feels the same about the same things. • Talk about ways to manage big and uncomfortable feelings. • Identify who they can ask for help and can demonstrate how to ask for help. 	<ul style="list-style-type: none"> • Explore what is bullying and what is not. • Recognise kind and unkind behaviour in themselves and others. • Identify that bodies and feelings can be hurt by words and actions. • Understand that hurtful behaviour is not acceptable. • Explore simple strategies to resolve arguments between friends. • Understand how to report bullying and who they can talk to. 	<ul style="list-style-type: none"> • Recognise ways they are the same as and different to others. • Talk about some ways that they are special. • Express their thought and opinions and recognise that others can be different. • Talk about some ways to treat themselves and others with kindness. • Know what it means if something is fair or unfair. 	<ul style="list-style-type: none"> • Explain what makes a good friend/ friendship. • Talk about some ways to make friends. • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if you are worried about something in a relationship/family. • Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel. 	<ul style="list-style-type: none"> • Identify examples of loss and change. • Begin to recognise that loss and change can affect the way we think, feel and behave. • Understand that changes can produce big feelings. • Identify feelings associated with loss and change. • Recognise some simple ways to prepare for change/transition. • Identifying different things that may help to manage big feelings. • Talk about some ways to help others when they are affected by change. • Know that it is important to talk to someone if you are worried. • Identify people who can help us if we feel worried/unhappy. 	<ul style="list-style-type: none"> • Name the main parts of the body including vagina and penis. • Recognising the difference between male and female body parts. • Understand the human life cycle and that people grow from young to old. • Describe ways that people’s needs and bodies change as they grow. • Talk about some ways to keep clean. • Understand that babies grow in the mothers’ body and have particular needs when they are born. • Recognise what makes them special and unique. • Understand that some parts of the body are private. • Identify different types of touch and how they make people feel. • Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.
Lower Key Stage 2	<ul style="list-style-type: none"> • Use a wider vocabulary to describe how they feel. • Describe feelings that can be comfortable/uncomfortable. • Recognise that feelings can differ in intensity. • Explore how everyday things can affect how we think, feel and behave. • Describe what supports good mental/ physical health. • Identify that not everyone feels the same about the same things. • Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. • Understand the importance of not bottling up how you are feeling. • Understand the importance of asking for 	<ul style="list-style-type: none"> • Describe different types of bullying including the role of a bystander. • Recognise that our behaviour can affect others. • Identify how the body may react to unhappy or uncomfortable feelings. • Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable. • Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. • Recognise the importance of seeking support and identify how they might do this. 	<ul style="list-style-type: none"> • Discuss a range of the similarities/ differences between people. • Explore what contributes to who we are. • Listen actively to others’ views and explore how they are the similar or different to their own. • Recognise the importance of self-respect and demonstrate ways to respect others. • Recognise and challenge stereotypes. • Explain the concept of being equal. 	<ul style="list-style-type: none"> • Identify what makes a positive healthy or unhealthy friendship. • Identifying strategies to build friendships. • Understand the difference between persuasion, influence and pressure. • Explain how kindness can support wellbeing. • Recognise there are different types of relationships. • Explain what can cause arguments with friends and describe some ways to resolve them. • Recognise the importance of asking for help if we feel worried, lonely or excluded. • Recognise that there are different types of family structures. • Explain what it means to be part of a family. 	<ul style="list-style-type: none"> • Recognise that loss/change are a normal part of life. • Describe how change and loss, can affect feelings, thoughts and behaviours. • Recognise that feelings associated with loss/change can change over time and range in intensity. • Use a varied vocabulary when talking about feelings associated with loss and change. • Identify self-help strategies and the importance of support when preparing for change/transitions. • Describe everyday things that affect feelings and understand the importance of expressing feelings. • Develop some ways of responding to others and showing support if they are affected by loss/change. 	<ul style="list-style-type: none"> • Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries. • Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm. • Explore physical and emotional changes that happen during puberty. • Explain how daily hygiene helps to reduce the spread of infection. • Explain how adults care for a baby during and after pregnancy. • Recognising that individuality and personal qualities contributes to who we are. • Explain what is meant by privacy and personal boundaries. • Recognise uncomfortable/comfortable behaviour online/offline.

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	<p>help if feelings become too uncomfortable.</p> <ul style="list-style-type: none"> • Explain how they can access help. 				<ul style="list-style-type: none"> • Know why it is important to talk about our feelings and not bottle them up. • Know who to talk to if you are worried or have strong feelings. 	<ul style="list-style-type: none"> • Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.
<p>Upper Key Stage 2</p>	<ul style="list-style-type: none"> • Use a varied vocabulary when talking about feelings. • Understand that sometimes we can have conflicting feelings. • Explain that feelings can change over time and range in intensity. • Understand that feelings can impact our mental and physical health. • Recognise the importance of taking care of mental health and wellbeing. • Discuss the signs that someone may be struggling with their mental health. • Identify strategies that they could use to respond to feelings, including conflicting feelings. • Record strategies and behaviours that support mental health and wellbeing. • Explain how to seek support for themselves and others. 	<ul style="list-style-type: none"> • Explain what direct, indirect and cyberbullying means. • Identify when banter or other behaviour becomes unkind. • Analyse ways to identify and manage uncomfortable feelings online/offline. • Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it. • Identify positive strategies that may help to resolve disputes in friendships. • Describe some barriers to accessing support. • Recognise the importance of seeking support if feeling lonely, excluded or unsafe. 	<ul style="list-style-type: none"> • Reflect on diversity and what it means; the benefits of living in a diverse community. • Recognise their individuality and identify their personal qualities. • Understand that their views and opinions come from their different backgrounds and experiences. • Model how to discuss or debate respectfully. • Explain the importance of having respect and compassion for self and others. • Recognise how stereotypes are perpetuated and have some strategies to challenge positively. • Identify different types of discrimination and recognise the impact they can have. • Understand that there are laws about discrimination so that we can live in a fair society. 	<ul style="list-style-type: none"> • Reflect on what the qualities of a good friendship/relationship are and are not. • Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. • Explore what a loving caring relationship means. • Understand what marriage and civil partnership means. • Understand that forced marriage is a crime. • Use strategies to positively resolve disputes and reconcile differences in friendships. • Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options. • Explore and respect that there are different family structures in society. • Reflect on how being part of a family provides stability and love. 	<ul style="list-style-type: none"> • Explore that loss, bereavement and change are part of the human life cycle. • Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. • Recognise that internal conflicting emotions can be normal when dealing with loss and change. • Describe a range of emotions and intensities associated with loss and change. • Identify problem solving strategies to manage transitions between classes and key stages. • Identify strategies to respond to feelings, including intense or conflicting feelings. • Recognising the signs when someone may be struggling and understand how to seek support. • Explore some barriers to asking for help and some ways to address them. • Know who to talk to and where to go for help. 	<ul style="list-style-type: none"> • Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. • Explain how babies are conceived, born and cared for. • Identify the physical and emotional changes that happen when approaching/during puberty. • Know some key facts about menstruation. • Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. • Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. • Identify and value personal strengths, skills, achievements and interests. • Understand what consent means and how to seek and give/not give permission in different situations. • Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. • Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.