

Coleham Primary School PSHE/RHE Progression Ladder

EYFS
Communication and Language ELG: Listening, Attention and Understanding
Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Communication and Language ELG: Speaking
Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Communication and Language ELG: Self-Regulation
Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
Personal, Social and Emotional Development ELG: Managing Self
Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Personal, Social and Emotional Development ELG: Building Relationships
Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs Rainbow Feels Angry Blue’s Best Friend Blue Learns to Share Blue Learns to Share Yellow Wants to Play With Orange Pink Misses Mummy Blue’s Best
Physical Development ELG: Gross Motor Skills
Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Physical Development ELG: Fine Motor Skills
Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Literacy ELG: Comprehension
Children at the expected level of development will:

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• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Literacy ELG: Word Reading
Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy ELG: Writing
Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others Phonics Phonics By using the following resources, early years practitioners can assess children against this goal. By using the following resources, early years practitioners can assess c
Mathematics ELG: Number
Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Mathematics ELG: Numerical Patterns
Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World ELG: Past and Present
Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Understanding the World ELG: People
Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Culture and Communities • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Understanding the World ELG: The Natural World
Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design

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ELG: Creating with Materials
Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
Expressive Arts and design
ELG: Being Imaginative and Expressive
Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage One

KS1	Year 1	Year 2
Keeping/Staying Safe	<u>Assessment Baseline</u> H8. how to keep safe in the sun and protect skin from sun damage H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R15. how to respond safely to adults they don't know R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	<u>Tying Shoe Laces</u> H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
	<u>Road Safety</u> H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe R2. to identify the people who love and care for them and what they do to help them feel cared for R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	
Keeping/Stay Healthy	<u>Assessment Baseline</u> H1. about what keeping healthy means; different ways to keep healthy H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage	<u>Healthy Eating</u> H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar

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	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	
	<u>Washing Hands</u> H1. about what keeping healthy means; different ways to keep healthy H5. simple hygiene routines that can stop germs from spreading	<u>Brushing Teeth</u> H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H5. simple hygiene routines that can stop germs from spreading H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy
Relationships	<u>Assessment Baseline</u> H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H21. to recognise what makes them special H22. to recognise the ways in which we are all unique R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to L6. to recognise the ways they are the same as, and different to, other people	<u>Bullying</u> H11. about different feelings that humans can experience H12. how to recognise and name different feelings H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings H24. how to manage when finding things difficult R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 R21. about what is kind and unkind behaviour, and how this can affect others R24. how to listen to other people and play and work cooperatively
	<u>Friendships</u> H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H24. how to manage when finding things difficult R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy R11. about how people may feel if they experience hurtful behaviour or bullying R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other people	<u>Body Language</u> H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. 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 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it R2. to identify the people who love and care for them and what they do to help them feel cared for R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

H = Health & Wellbeing R = Relationships L = Living in the Wider World

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		R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively
Being Responsible	<u>Assessment Baseline</u> H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H22. to recognise the ways in which we are all unique H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	<u>Practice Makes Perfect</u> H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H18. 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 H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them L14. that everyone has different strengths L17. about some of the strengths and interests someone might need to do different jobs
	<u>Water Spillage</u> H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R21. about what is kind and unkind behaviour, and how this can affect others L1. about what rules are, why they are needed, and why different rules are needed for different situations	<u>Helping Someone in Need</u> H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely R15. how to respond safely to adults they don't know R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R22. about how to treat themselves and others with respect; how to be polite and courteous
Feelings and Emotions	<u>Assessment Summative</u> H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. 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 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult R7. about how to recognise when they or someone else feels lonely and what to do R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others	<u>Worry</u> H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. 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 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult H27. about preparing to move to a new class/year group R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R25. how to talk about and share their opinions on things that matter to them
	<u>Jealously</u> H11. about different feelings that humans can experience	<u>Anger</u> H11. about different feelings that humans can experience

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	H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. 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 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H21. to recognise what makes them special H22. to recognise the ways in which we are all unique R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively L14. that everyone has different strengths	H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. 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 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous
Computer Safety	<u>Assessment Baseline</u> R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. 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 R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	<u>Image Sharing</u> H11. about different feelings that humans can experience H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H24. how to manage when finding things difficult H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R6. about how people make friends and what makes a good friendship R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous L1. about what rules are, why they are needed, and why different rules are needed for different situations L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
	<u>Online Bullying</u> H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H11. about different feelings that humans can experience H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling	<u>Computer Safety Documentary</u> H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

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	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things R6. about how people make friends and what makes a good friendship R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 R14. that sometimes people may behave differently online, including by pretending to be someone they are not R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous	_R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online behaviour or bullying R12. 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 R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous L1. about what rules are, why they are needed, and why different rules are needed for different situations L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true
Our World	<u>Assessment Baseline</u> H26. about growing and changing from young to old and how people's needs change L4. about the different groups they belong to	<u>Living in Our World</u> H29. to recognise risk in simple everyday situations and what action to take to minimise harm R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R4. to identify common features of family life R21. about what is kind and unkind behaviour, and how this can affect others L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L5. about the different roles and responsibilities people have in their community L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs
	<u>Growing in our World</u> H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H26. about growing and changing from young to old and how people's needs change R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them L4. about the different groups they belong to L6. to recognise the ways they are the same as, and different to, other people	<u>Working in Our World</u> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives L5. about the different roles and responsibilities people have in their community L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do
Hazard Watch	H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm

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	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
Fire Safety	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous L1. about what rules are, why they are needed, and why different rules are needed for different situations L5. about the different roles and responsibilities people have in their community L16. different jobs that people they know or people who work in the community do	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous L1. about what rules are, why they are needed, and why different rules are needed for different situations L5. about the different roles and responsibilities people have in their community L16. different jobs that people they know or people who work in the community do

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Lower Key Stage Two

LKS2	Year 3	Year 4
Keeping/Staying Safe	<u>Staying Safe</u> KS1 H22. to recognise the ways in which we are all unique H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R22. about how to treat themselves and others with respect; how to be polite and courteous L5. about the different roles and responsibilities people have in their community L16. different jobs that people they know or people who work in the community do KS2 H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know and unacceptable; strategies to respond to unwanted physical R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to	<u>Assessment Baseline</u> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

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	improve or support courteous, respectful relationships R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	
	<u>Leaning Out of Windows</u> KS1 H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for L1. about what rules are, why they are needed, and why different rules are needed for different situations KS2 H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	<u>Cycle Safety</u> H3. about choices that support a healthy lifestyle, and recognise what might influence these H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. 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 L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community
	<u>Summative Assessment</u> KS1 H8. how to keep safe in the sun and protect skin from sun damage H10. about the people who help us to stay physically healthy H24. how to manage when finding things difficult H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H36. how to get help in an emergency (how to dial 999 and what to say) H37. about things that people can put into their body or on their skin; how these can affect how people feel	

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	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard L5. about the different roles and responsibilities people have in their community KS2 H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	
Keeping/Stay Healthy	<u>Medicine</u> KS1 H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H10. about the people who help us to stay physically healthy H31. that household products (including medicines) can be harmful if not used correctly	<u>Assessment Baseline</u> H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

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	H33. about the people whose job it is to help keep us safe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard KS2 H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	H6. 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 H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
	<u>Summative Assessment</u> KS1 H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) KS2 H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H6. 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 H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	<u>Healthy Living</u> H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. 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 H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

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	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	
Relationships Growing and Changing	<u>Touch</u> KS1 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R25. how to talk about and share their opinions on things that matter to them KS2 H18. about everyday things that affect feelings and the importance of expressing feelings H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	<u>Assessment Baseline</u> H35. about the new opportunities and responsibilities that increasing independence may bring

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	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)	
	<u>Assessment Summative</u> KS1 H16. about ways of sharing feelings; a range of words to describe feelings H18. 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 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe R2. to identify the people who love and care for them and what they do to help them feel cared for R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous KS2 H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	<u>Appropriate Touch/Relationships</u> H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

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	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L2. to recognise there are human rights, that are there to protect everyone L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
Being Responsible	<u>Stealing</u> KS1 H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things R6. about how people make friends and what makes a good friendship R22. about how to treat themselves and others with respect; how to be polite and courteous L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want KS2 R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	<u>Assessment Baseline</u> H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. 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 L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
	<u>Assessment Summative</u> KS1 H26. about growing and changing from young to old and how people's needs change	<u>Coming Home On Time</u> H35. about the new opportunities and responsibilities that increasing independence may bring

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	H29. to recognise risk in simple everyday situations and what action to take to minimise harm R21. about what is kind and unkind behaviour, and how this can affect others KS2 H35. about the new opportunities and responsibilities that increasing independence may bring H38. how to predict, assess and manage risk in different situations	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming R26. about seeking and giving permission (consent) in different situations R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
Feelings and Emotions	<u>Grief/Loss</u> KS1 H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. 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 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H24. how to manage when finding things difficult R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for KS2 H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	<u>Assessment Baseline</u> H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

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	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty L4. 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	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. 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
	<u>Assessment Summative</u> KS1 H1. about what keeping healthy means; different ways to keep healthy H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. 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 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H24. how to manage when finding things difficult R2. to identify the people who love and care for them and what they do to help them feel cared for R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others KS2 H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	<u>Jealously</u> H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and R20. 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 R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L4. 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 L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

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	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R20. 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 R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	
Computer Safety	<u>Making Friends Online</u> KS1 H16. about ways of sharing feelings; a range of words to describe feelings H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H28. about rules and age restrictions that keep us safe H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R2. to identify the people who love and care for them and what they do to help them feel cared for R6. about how people make friends and what makes a good friendship R15. how to respond safely to adults they don't know R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard L9. that not all information seen online is true KS2 H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	<u>Assessment Baseline</u> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

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	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20. 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	
	<u>Assessment Summative</u> KS1 H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. 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 R14. that sometimes people may behave differently online, including by pretending to be someone they are not R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe L1. about what rules are, why they are needed, and why different rules are needed for different situations L9. that not all information seen online is true KS2 H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	<u>Online Bullying</u> H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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

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	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20. 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 R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L11. recognise ways in which the internet and social media can be used both positively and negatively	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L11. recognise ways in which the internet and social media can be used both positively and negatively
Our World The Working World	<u>Looking After Our World</u> KS1 R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L5. about the different roles and responsibilities people have in their community KS2 L4. 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 L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L7. to value the different contributions that people and groups make to the community	<u>Assessment Baseline</u> L7. to value the different contributions that people and groups make to the community L17. about the different ways to pay for things and the choices people have about this
	<u>Assessment Summative</u> KS1 R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L5. about the different roles and responsibilities people have in their community	<u>Chores at Home</u> H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

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	KS2 L4. 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 L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L7. to value the different contributions that people and groups make to the community	H35. about the new opportunities and responsibilities that increasing independence may bring R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws . 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 L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)
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Hazard Watch A World Without Judgement	<u>KS1</u> H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard <u>KS2</u> H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)	<u>Assessment Baseline</u> R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L4. 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 L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
		<u>Breaking Down Barriers</u> H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with

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		respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L4. 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 L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
Fire Safety First Aid	<u>Fire Safety</u> KS1 H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others KS2 H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	<u>First Aid</u> H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H38. how to predict, assess and manage risk in different situations H43. about what is meant by first aid; basic techniques for dealing with common injuries² - see below H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L4. 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

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	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³ - see below Please view the links at the end of Growing and Changing Teacher Notes regarding FGM, there is also additional information below (3) of this document R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L6. about the different groups that make up their community; what living in a community means	
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2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.

3 Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).

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Upper Key Stage Two

UKS2	Year 5	Year 6
Keeping/Staying Safe	<u>Peer Pressure</u> H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L4. 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	<u>Water Safety</u> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

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	<u>Adult and Children's Views</u> H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	<u>Assessment Summative</u> H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
Keeping/Stay Healthy	<u>Smoking</u> H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H46. about the risks and effects of legal drugs common to everyday life (e.g.cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	<u>Alcohol</u> H1. how to make informed decisions about health H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H46. about the risks and effects of legal drugs common to everyday life (e.g.cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

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	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
	<u>Adult and Children's Views</u> H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H46. about the risks and effects of legal drugs common to everyday life (e.g.cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	<u>Assessment Summative</u> H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H5. about what good physical health means; how to recognise early signs of physical illness H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. about the risks and effects of legal drugs common to everyday life (e.g.cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

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	R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with	
Growing and Changing	<u>Puberty</u> H1. how to make informed decisions about health H17. to recognise that feelings can change over time and range in intensity H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	<u>Conception</u> H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹ - See below H34. about where to get more information, help and advice about growing and changing, especially about puberty R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	<u>Adult and Children’s Views</u> H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	<u>Assessment Summative</u> H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹ - See below H34. about where to get more information, help and advice about growing and changing, especially about puberty R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

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	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L4. 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
Being Responsible	<u>Looking Out For Others</u> H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical L4. 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 L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	<u>Stealing</u> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R26. about seeking and giving permission (consent) in different situations R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
	<u>Adult and Children’s Views</u>	<u>Assessment Summative</u>

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	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L3. about the relationship between rights and responsibilities L4. 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 L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L3. about the relationship between rights and responsibilities L4. 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 L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Feelings and Emotions	<u>Anger</u> H17. to recognise that feelings can change over time and range in intensity H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	<u>Worry</u> H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages
	<u>Adult and Children's Views</u>	<u>Assessment Summative</u>

H = Health & Wellbeing R = Relationships L = Living in the Wider World

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	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L4. 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	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R13. the importance of seeking support if feeling lonely or excluded R20. 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
Computer Safety	<u>Image Sharing</u> H18. about everyday things that affect feelings and the importance of expressing feelings H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	<u>Making Friends Online</u> H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20. 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

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	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L11. recognise ways in which the internet and social media can be used both positively and negatively
	<u>Adult and Children's Views</u> H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20. 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	<u>Assessment Summative</u> H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

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		R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
The Working World	<u>Enterprise</u> H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants L24. to identify the ways that money can impact on people's feelings and emotions	<u>In-App Purchases</u> H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L13. about some of the different ways information and data is shared and used online, including for commercial purposes L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions
	<u>Adult and Children's Views</u> R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	<u>Assessment Summative</u> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R26. about seeking and giving permission (consent) in different situations

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	L20. to recognise that people make spending decisions based on priorities, needs and wants L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L31. to identify the kind of job that they might like to do when they are older	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. 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 L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L17. about the different ways to pay for things and the choices people have about this L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
A World Without Judgement	<u>Inclusion and Acceptance</u> H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and	<u>British Values</u> H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R21. about discrimination: what it means and how to challenge it R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. 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 L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community

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R20. 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 R21. about discrimination: what it means and how to challenge it R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L2. to recognise there are human rights, that are there to protect everyone L4. 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 L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
<u>Adult and Children’s Views</u> H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with	<u>Assessment Summative</u> R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L4. 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 L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

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	L4. 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 L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	
First Aid	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H38. how to predict, assess and manage risk in different situations H43. about what is meant by first aid; basic techniques for dealing with common injuries² - see below H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L4. 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	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H38. how to predict, assess and manage risk in different situations H43. about what is meant by first aid; basic techniques for dealing with common injuries² - see below H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L4. 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

1 Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.

3 Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).