|  | | **Knowledge, Skills and Understanding for RSHE** | | | | | | | |
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|  | | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** |
| **MY FEELINGS** | *Overview* | Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings | Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond. | Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals | Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem. | Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond. | | Pupils can anticipate how their emotions may change as they approach and move through puberty. | Pupils can recognise how images in the media, including online do not reflect reality and can affect how people feel about themselves. |
| *Knowledge* | Can I identify comfortable and uncomfortable feelings? |  | Can I identify and celebrate my strengths? | Can I identify some of my strengths? | Can I explain how using technology can distract me from other things I might do or should be doing in both a positive and negative way? | | Can I describe how puberty may affect my emotions?  Can I describe how my changing emotions may affect me? | Can I explain that images in the media, including online do not always reflect reality?  Can I explain that the unrealistic media images of the body can have a negative impact on how people feel about themselves? |
| *Skills* | Can I describe my feelings?  Can I explain how I manage uncomfortable feelings? | Can I describe my feelings?  Can I identify that people may react differently to their feelings?  Can I understand that all feelings are OK, but some behaviours are not? | Can I consider my self-esteem?  Can I apply my understanding to set goals for myself? | Can I explain the meaning of the term ‘self-esteem’ and know why it is important to have high self-esteem?  Can I identify and set challenging goals for myself? | Can I identify strategies to help manage my emotions?  Can I identify ways to recognise and respond to other people’s emotions? | | Can I explain how I may respond to overwhelming emotions? | Can I identify and describe ways to feel positive about myself and celebrate my body? |
| **MY BODY** | *Overview* | Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene | Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. | Pupils can recognise how they grow and will change as they become older. | Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. | Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. | | Pupils can anticipate how their body may change as they approach and move through puberty. | **NON-COMPULSORY**  Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs. |
| *Knowledge* |  | Can I correctly identify and name the main parts of the body?  Can I identify and name the private part of the body that boys have?  Can I identify and name the private part of the body that girls have? | Can I describe how a baby grows?  Can I explain how I have grown and changed?  Can I predict how I might grow and change? | Can I understand and describe how my body might change as a I grow and develop? | Can I describe how a baby develops?  Can I describe how a baby is born?  Can I describe how my body has changed and how it might change in the future? | | Can I explain how the male body can be affected by puberty?  Can I explain how the female body can be affected by puberty?  Can I consider how male and female body changes might make people feel about themselves? | Can I identify and name the sexual organs of a man and a woman?  Can I describe how a man and a woman have sexual intercourse?  Can I describe how sexual intercourse can lead to reproduction? |
| *Skills* | Can I identify ways to keep clean?  Can I identify when it is important to wash my hands?  Can I describe how I wash my hands? |  |  | Can I identify and celebrate everybody’s physical uniqueness?  Can I describe how to keep my body clean and hygienic? |  | |  |  |
| **MY RELATIONSHIPS** | *Overview* | Pupils understand that there are similarities and differences between everyone and can celebrate this. | Pupils understand the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation. | Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable. | Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships. | Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond. | | Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. | Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language. |
| *Knowledge* | Can I explain how people can be the same as each other?  Can I explain how people can be different to each other?  Can I explain that everyone should be OK to be themselves? |  | Can I explain what bullying is?  Can I describe how bullying can make someone feel? | Can I explain what a relationship is, and the different types of relationships that people enjoy?  Can I identify the different types of relationship that I am in? | Can I identify that some things can be done in public and some things should only be done in private? | | Can I identify the relationships that I am in?  Can I identify healthy and unhealthy relationships, and how these can make me feel? | Can I apply the correct terms to describe gender and sexuality?  Can I explain how treating someone as ‘wrong’ or ‘less than’ because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying? |
| *Skills* |  | Can I apply my listening skills?  Can I explain ways of communicating effectively?  Can I explain ways to resolve disagreements through negotiations? | Can I explain what to do if I am bullies or I see someone else being bullied? | Can I describe ways people show that they care for each other within a relationship? | Can I describe strategies for safe and fun experiences in a range of online social?  Can I describe different types of touch within relationships and how to respond?  Can I describe different types of behaviours within relationships and how to respond? | | Can I describe the skills needed to respond to an unhealthy relationship? | Can I describe appropriate ways to communicate about gender and sexuality? |
| **MY BELIEFS – Please see alternative unit for Y6** | *Overview* | Pupils can recognise what they like, dislike and feel empowered to make real, informed choices. | Pupils can identify and respect differences and similarities between people, and can celebrate this. | Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them. | Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl. | People recognise differences and similarities between people arise from a number of factors including family and personal identity. | | Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying |  |
| *Knowledge* |  | Can I describe how I am the same as other people in some ways?  Can I describe how I am different to other people in some ways? | Can I identify that there are lots of different families? | Can I identify that there are ways in which some people believe that a boy should behave, and a girl should behave?  Can I identify that girls and boys have lots of similarities? | Can I identify how everyone is both similar and different to other people?  Can I describe how my family is unique and special to me? | | Can I apply the terms associated with gender identity and sexual orientation?  Can I infer that using the terms to bully someone is unacceptable? |  |
| *Skills* | Can I describe the things that I like?  Can I describe the things that I dislike?  Can I explain how to make a difficult choice, listening to other people’s opinions? | Can I identify and celebrate the similarities and differences that people have? | Can I identify how I am uniquely special?  Can I apply my confidence and not feel under pressure to be different to who I am? | Can I apply my confidence to follow my aspirations, irrespective of the gender that I was born? | Can I identify some of the things that make me who I am and can celebrate these? | | Can I explain ways to respond to identity bullying? |  |
| **MY RIGHTTS AND RESPONSIBILITIES** | *Overview* | Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy. | Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others. | Pupils can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. | Pupils understand the right to protect their body from unwanted touch. | Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don’t want to or are not making the decision freely for themselves. | | Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission. | **NON-COMPULSORY**  Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this. |
| *Knowledge* | Can I explain what privacy means?  Can I identify that some things are done in private?  Can I explain that some people need to be private sometimes and why? | Can I describe some ways that diseases are spread? | Can I identify that there are different types of touch? | Can I explain how it is my right to decide who can touch my body?  Can I infer the reasons why some people may need to touch my body? | Can I describe ways people can be bullied through a range of media (e.g. image, video, text, chat)?  Can I describe what marriage is and why this is something special between two people?  Can I identify reasons why some people choose not to get married? | | Can I identify personal information that is shared online?  Can I describe how quickly personal information and photographs can be shared online?  Can I describe how I have a responsibility not to share my own or other people’s photographs online? | Can I understand that infections can be share during sexual intercourse?  Can I understand that infections spread easily, and to lots of people?  Can I infer that a condom can help reduce the spread of infections? |
| *Skills* |  | Can I describe some ways that I can protect myself from diseases?  Can I describe some ways that I can protect others from diseases? | Can I infer that people need personal space?  Can I identify that some touches are unsafe and know how to respond to these? | Can I describe how to respond if someone touches my body without my permission? |  | |  |  |
| **ASKING FOR HELP** | *Overview* | Pupils can identify the special people in their lives, what makes them special and how special people care for one another. | Pupils can identify the people who look after them, and how to attract their attention if needed. | Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. | Pupils can identify the difference between secrets and surprise, knowing when it is right to break a | Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. | | Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen. | Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support. |
| *Knowledge* | Can I identify the people that are special to me? | Can I identify the people that can help look after me?  Can I identify the people I can ask for help? | Can I explain what a secret is?  Can I explain what a surprise is? | Can I identify a secret and a surprise, understanding the difference between the two?  Can I explain how I know that it is OK to keep a surprise and that it is important to share a secret? | Can I identify who I can ask for help? | | Can I explain my understanding of how the internet can contain images and information that I find upsetting?  Can I explain how people can be upset by different things? | Can I describe a range of problems that may affect people of my age?  Can I identify different sources of help, advice and support for a range of problems? |
| *Skills* | Can I identify what makes people special to each other?  Can I explain how special people look after each other? | Can I explain how I ask for help if I need it? | Can I understand that I need to tell someone if I am ask to keep something a secret that makes me feel uncomfortable, worried or afraid? | Can I describe ways to share a secret appropriately? | Can I identify situations that I will need help to manage?  Can I explain how I can ask for help? | | Can I feel confident to talk to a trusted adult about something that I found online that makes me feel upset? | Can I apply confidence to ask for help and to help other people to ask for help if needed? |
| **DRUGS, ALCOOHOL AND TOBACCO – Alternative unit for Y6** | *Overview* |  |  |  |  |  | |  | ***3D PSHE***  **Health and Wellbeing**  Unit 5: Safety  -Drugs  -Alcohol  -Tobacco  -Substance Abuse |
| *Knowledge* |  |  |  |  |  | |  | Can I explain the differences between legal and illegal drugs?  Can I describe the risks associated with drugs?  Can I explain the effects of substance abuse?  Can I explain the differences between alcoholic and non-alcoholic drinks?  Can I explain why it is illegal for children to drink?  Can I describe why smoking is harmful?  Can I explain what I would do if I were offered a cigarette? |
| *Skills* |  |  |  |  |  | |  |  |
| **E-SAFETY** |  | **Self-Image and Identity** | | | | | | | |
| *Knowledge* | I know that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset  I can give different examples of how to say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’  I can explain how this could be better to do in real life or online. | I can recognise that there may be people online who could make me feel sad, embarrassed or upset.  I know when I should ask an adult for help with things online that upset me.  I can give examples of different adults I can ask for help. | I can recognise issues online that might make me feel sad, worried uncomfortable or frightened.  I know who I can go to for help.  I know how to ask for help. | I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). | I can explain how my online identity can be different to the identity I present in ‘real life’.  I can explain the reasons for and against changing your identity online and explain how someone might do so.  I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me. | | I understand that I can show my online identity in different ways.  I know that my online identity can have an impact on others, both positively and negatively. | I can describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups.  I can identify messages about stereotyped roles and make judgements based on them.  I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.  I know and can give examples of how I might get help, both on and offline. |
| *Skills* |  |  |  | I can show how to represent myself in different ways online. |  | | I can demonstrate responsible choices about my online identity, depending on context. | I can challenge and explain why it is important to reject inappropriate representations online. |
|  | **Online Reputation** | | | | | | | |
| *Knowledge* | I know what the word ‘information’ means  I know what ‘online’ means  I understand that I can put information online for others to see. | I understand that information that is shared online can stay there for a very long time  I know that information can copied off the internet  I understand that information about me can be copied by others | I can describe how anyone's online information can be seen by others.  I can describe strategies to protect my online information.  I know what is ok to share and what isn’t  I understand that if I have a worry about something someone else has put online I should talk to a trusted adult | I understand what ‘personal’ information is  I know that I must always ask before I share information about others online | I understand that others may search my name online to find information about me  I know that not all information about me online may have been posted online by me  I understand that people may alter information or put untrue information about me online with or without my knowledge | I understand that the information I find may not be accurate  I understand that people may make judgements against others on the information that they find | | I can explain what a digital personality is.  I can explain strategies anyone can use to protect their 'digital personality' and online reputation.  I can explain how online anonymity can protect online reputation. |
| *Skills* |  |  | I can name 3 different people that can help me if I am worried about something a friend has shared online | I can name 3 different places or people that I can go to if I am unsure if information is safe to share |  | I can use a search engine to search for information about other people and present that information for others to read | |  |
|  | **Online Bullying and Health and Wellbeing** | | | | | | | |
| *Knowledge* | Say what being ‘unkind online’ means to them.  Give specific examples/ways that people can be unkind through technology and the internet.    Recognise differences between kind and unkind behaviours.  Tell you the things that they are allowed/not allowed to do when using technology/the internet.  Name some things that might make them happy/unhappy/angry/sad when they use technology  Name at least one trusted adult who can help them stay safe when using technology/internet. | Recognise that certain behaviours online can upset others.  Give examples of behaviours that are unlikely to upset others.  Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)  Tell you the rules around their own use of technology in and beyond the home and explain.  Identify rules that apply to safety and rules that apply to health/well-being  Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with) | Identify some characteristics that are typical of bullying behaviour (online and offline)  Consider the motives behind bullying behaviour.  Show awareness of the range of emotions that people involved in a bullying situation may feel.  Recount either rules, guidance or conversations around their own use of technology that they think are important.  Identify a range of simple health/ well-being issues on which technology can impact  Explain how they can reduce the impact of these issues when using technology  Explain ways in which they can self-manage their use of technology or with support from their parent/carer/mentor | I can explain why I should be kind online vs. unkind  I know how I should act online  I can explain how I make sure I am being kind online  I can explain why some online activities have age restrictions.  I can explain how children can be pressured into watching or doing something online.  I know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable | I know what are different types of media online.  I can explain the different features of different media  I can simply describe what bullying online may look like on these different forms of media  Give examples of tech/online activities that they engage with for extended periods of time.  Demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work.  Give examples of what happens when they have been online for too long.  Identify times when someone might need to limit the amount of time they use technology.  Recognise and explain a range of strategies to limit time spent online/using tech. (e.g. self-management strategies, technical solutions such as timers/reminders, external influences) | Briefly explain the purpose of features that persuade or nudge users into certain behaviours.  Consider strategies for mitigating the effects of persuasive design on technology use.  I would know who to speak to if someone I know was being bullied online.  I can identify different support that is available to someone who is being bullied online.  I understand if someone is at risk of harm I need to tell a responsible adult. | | I know there are different ways to gather evidence of bullying behaviour online.  I know it’s important to talk to a trusted adult about being bullied online.  Briefly explain the purpose of features that persuade or nudge users into certain behaviours.  Consider strategies for mitigating the effects of persuasive design on technology use. |
| *Skills* |  |  |  |  | Begin to evaluate the effectiveness of these strategies on their own use of technology. | Identify examples of persuasive design. | | I know some different ways to use technology to protect myself from bullying behaviour.  Identify examples of persuasive design. |
|  | **Online Relationships** | | | | | | | |
| *Knowledge* | I can name some ways that members of my family talk to each other and other people using the internet  I can name an app, a piece of software or a technology that I use or could use to talk to people I know | I can name the people I know and how I know them, describing what they are like.  I can describe how I might use the internet to communicate with family or close friends  I understand and can describe why I might need some help from an adult when doing this.  Tell you the rules around their own use of technology in and beyond the home.  Explain why these rules help keep them safe.  Identify rules that apply to safety and rules that apply to health/well-being  Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with) | Understand the word permission and give examples when they might ask for permission  Give examples of when they might need to ask for, give or deny permission when online or when using technology  Give examples of where to find support and who they might ask if they are unsure  Understand the feelings associated with being asked to do something positive and something which concerns them.  Identify when to say ‘no’ and that they have the right to say ‘no’ online and when to seek advice.  Identify who they might ask if they are | I can explain what is meant by trusting someone online  I can give examples of what ‘liking' someone online means and how it can be done  I understand and can explain the difference between trusting and liking someone online.  I can explain the importance of giving permission before sharing things online;  I can explain the importance of gaining permission before sharing things online;  I understand that the principles of sharing online is the same as sharing offline e.g. sharing images and videos. | I can describe what it feels like to be safe online.  I can list a number of things I can do to make sure I have a positive and safe experience online.  I can give examples of when I have used or may have to use these in my online life. | I can describe what is meant by harm.  I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart  I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible.  Understand that communication online does not have to be text-based.  Understand that a variety of communication methods have been developed specific to online communication eg gifs, memes.  Understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context. | | Understand the term inappropriate, give alternatives, and understand that ‘inappropriate’ might mean different things to different people.  Understand what an ‘inappropriate’ picture might be and give examples.  Understand the potential impact of sharing ‘inappropriate’ pictures, both for the sharer and the person having pictures shared.  Understand the concept of consequence online and give examples.  Understand that reactions to events online can determine the consequences.  Understand that sharing online can be positive as well as negative and be able to give examples of both. |
| *Skills* |  |  |  |  |  |  | |  |
|  | **Privacy and Security** | | | | | | | |
| *Knowledge* | Identify and name examples of their own personal information.  Name people they trust and why.  Identify and name examples of their own personal information.  Name people they trust and why. | Understand how passwords and PINs keep devices and information secure.  Recognise some examples of strong and poor password practice.  Demonstrate the types of data that may be personal to you.  Able to articulate under what conditions I would ask an adult for help. | Describe the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message).  Identify the appropriate types of content that can be shared online and suggest ways to protect this.  Describe the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message).  Identify the appropriate types of content that can be shared online and suggest ways to protect this. | Demonstrate an awareness of the people I trust.  Make decisions about what information they share and with whom.  Recognise that smart devices often collect and share personal information and other information about people (e.g. tech usage). | Explain the reasons why internet use may be monitored.  Understand how monitoring services are used to keep children and users safe online.  Structure an argument from one perspective and convey this with effective and clear contributions.  I can describe how some online services may seek consent to store information about me;  I know what the digital age of consent is;  I know how to get help if I am unsure about consenting to an online service. | Identify the risks posed by not protecting accounts and information online.  Suggest appropriate strategies for creating strong passwords and explain why these are effective.  Understand how apps request permission to access data and functions on a device.  Suggest some reasons as to why apps/companies request access to personal data | | Recognise and select effective strategies for managing passwords.  Suggest methods for managing situations where passwords are lost or stolen.  Distinguish between genuine and fake content/sites  Understand some tactics employed by scammers  Identify the features of scam communications |
| *Skills* |  |  |  |  |  |  | |  |
|  | **Managing Online Content** | | | | | | | |
| *Knowledge* | I can talk about how I can use the internet to find things out.  I can identify devices I could use to access information on the internet. | I know that we can encounter a range of things online including things we like and don't like.  I know that we can encounter things online which are real or make believe / a joke.  I know I can get help if I see content that makes me feel sad, uncomfortable, worried or frightened.  I know how to get help from a trusted adult.  I know that we can encounter a range of things online including things we like and don't like.  I know that we can encounter things online which are real or make believe / a joke.  I know I can get help if I see content that makes me feel sad, uncomfortable, worried or frightened.  I know how to get help from a trusted adult. | I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).  I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’.  I can explain why some information I find online may not be true.  I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).  I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’.  I can explain why some information I find online may not be true. | I can use key phrases in search engines.  I can explain what autocomplete is.  I can explain how to choose the best suggestion.  I am aware that autocomplete suggestions may not be truthful.  I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’.  I can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’.  I understand what criteria have to be met before something is a ‘fact’.  I can explain how to evaluate evidence to determine its credibility.  I can identify how to get help from a trusted adult if needed. | I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). | I can explain what is meant by ‘being sceptical’.  I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).  I can evaluate flawed reasoning.  I can explain why information I see online may be personalised  I can identify some of the methods used to get my attention online  I understand that the information I see may be targeted based on my interests | | I can describe how some online information can be opinion and can offer examples.  I can explain how and why some people may present ‘opinions’ as ‘facts’.  I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’).  I can describe how some online information can be opinion and can offer examples.  I can explain how and why some people may present ‘opinions’ as ‘facts’.  I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’). |
| *Skills* |  |  |  |  |  |  | |  |