

Blue Sky Federation RHSE Skills Progression

	KS1 (Acorn & Blackbirds)	LKS2 (Oak & Wagtails)	UKS2 (Oak & Skylarks)
Developing a healthy, safer, lifestyle.	<p>I can identify some simple ways to keep healthy.</p> <p>I can make some simple healthy choices e.g. choosing between different foods or turning off my tablet).</p> <p>I can practise some basic hygiene rules independently and I can say why they are important.</p> <p>I can use an increasing vocabulary to talk about both comfortable and uncomfortable feelings and can express my feelings in different ways.</p> <p>I can recognise small and big feelings in myself and others and I am starting to develop ways to manage my small and big feelings.</p> <p>I can demonstrate some resilience towards changes. I am willing to have</p>	<p>I can describe ways to keep healthy and talk about the effects of these on my body and my feelings.</p> <p>I can make healthy lifestyle choices (e.g. eating well and keeping active) and understand what might influence these choices.</p> <p>I can manage my own personal hygiene at school to prevent the spread of germs for myself and others.</p> <p>I can use a varied vocabulary to talk about both comfortable and uncomfortable feelings and can express my feelings in different ways.</p> <p>I am able to recognise feelings of different intensities in myself and others and I am developing some strategies to manage these feelings positively.</p>	<p>I can demonstrate I understand what constitutes a healthy lifestyle.</p> <p>I can make informed decisions about my physical and mental health. I understand the term "habits" and recognise these can have both positive and negative impact on people.</p> <p>I can independently manage my personal hygiene routine (which may change as I approach puberty.) I understand how to prevent the spread of bacteria and viruses.</p> <p>I can express a wide range of emotions in different ways and I recognise the importance of sharing those feelings.</p> <p>I can recognise strong emotions in myself and others and I have some strategies for managing these emotions appropriately and proportionally.</p> <p>I can identify and demonstrate positive ways to face new challenges and</p>

	<p>a go at new things and talk about how they make me feel.</p> <p>I can explain about people who look after me. I can ask for help if I am hurt or upset.</p> <p>I recognise I have a right to be safe and a responsibility to keep others safe - at school, at home and in some familiar situations (including what to do if there is an accident/emergency).</p> <p>I can recognise and celebrate my strengths and differences and set simple but challenging goals.</p> <p>I can demonstrate some basic ways to keep myself safe online.</p>	<p>I can demonstrate resilience towards change and talk about the new opportunities and responsibilities that may come with those changes.</p> <p>I can recognise when and how to ask appropriate adults for help with my physical or mental health.</p> <p>I recognise I have a right to be safe and a responsibility to keep others safe - at school, at home, in the community and in some familiar situations (including some health and safety guidelines and some basic first aid).</p> <p>I can recognise my strengths and achievements and identify new goals. I keep trying when faced with challenges.</p> <p>I can follow the SMART rules for keeping safe online. I know not everything online is always true.</p>	<p>changes (e.g. transition to High School).</p> <p>I can recognise when and how to ask appropriate adults for help with my physical or mental health (including outside organisations).</p> <p>I recognise my wider responsibilities for keeping myself and others safe. I have strategies for managing risk in different situations and understand the importance of this.</p> <p>I can reflect on, and evaluate my achievements and strengths in all areas of my life and recognise my own worth.</p> <p>I can keep myself safe online by following the SMART rules. (I recognise that images in the media do not always reflect reality and can affect how people feel about themselves.)</p>
<p>Developing good relationships and</p>	<p>I can demonstrate some ways to be a good friend e.g. sharing, cooperating, and listening to my friends.</p>	<p>I can form positive relationships with my peers and other members of the school.</p>	<p>I can form positive and supportive relationships with both children and adults in my life.</p>

<p>respecting the differences between people.</p>	<p>I can celebrate and accept similarities and differences between myself and others.</p> <p>I can adjust my behaviour for different situations so I am respectful, polite and courteous (e.g. on the playground or during assemblies). I know people should be polite to me too.</p> <p>I recognise the effect of my behaviour on others (both online and offline) and I know how to respond if my behaviour has made others feel upset.</p> <p>I recognise that bullying is wrong (both offline and online) and I can ask for help.</p> <p>I can listen and respond in small group discussions and can express my own views with increasing confidence.</p> <p>I can explain different ways that family, friends and acquaintances should</p>	<p>I can celebrate and respect similarities and differences between myself and others and I am developing empathy towards others.</p> <p>I can adjust my behaviour for different situations. I behave respectfully and politely towards others and I know that others should treat me this way too.</p> <p>I recognise that my actions have consequences for myself and others (both online and offline). I can identify some ways to 'make good' if my behaviour has negatively affected others.</p> <p>I recognise bullying is wrong (both offline and online). I can respond to negative behaviours including seeking help from adults.</p> <p>I can participate in simple class debates around issues that are important to me. I can value the contributions of others and am confident to share my views.</p> <p>I can discuss different types of relationships and the appropriate behaviours within those relationships.</p>	<p>I can recognise difference and diversity and I can demonstrate understanding, tolerance and empathy towards others.</p> <p>I can behave considerately and appropriately in a range of situations. I understand the importance of self-respect and how it can affect my thoughts and feelings about myself.</p> <p>I recognise that my actions have consequences for myself and others (both online and offline). I have strategies for resolving disputes and reconciling differences positively and safely.</p> <p>I can respond to, or challenge bullying (both offline or online), including seeking appropriate help and support.</p> <p>I can lead discussions and debates about issues that are important to me and some wider issues.</p> <p>I can discuss different types of relationships and the appropriate behaviours within those relationships.</p>
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<p>Living in the wider world and being a responsible person</p>	<p>I can identify ways I, or others, can contribute to my class, groups and communities.</p> <p>I can demonstrate care and consideration for different living things and I can talk about ways I can help look after the environment.</p> <p>I am beginning to develop aspirational ideas about my future (what I want to</p>	<p>I can demonstrate ways I can contribute to my class, groups and communities.</p> <p>I am beginning to understand the nature and consequences of discrimination and prejudice.</p> <p>I can demonstrate care and consideration for different living things and I have ways I help look after the environment.</p> <p>I have aspirational ideas about my future career and I can identify some of the skills</p>	<p>I can make meaningful contributions to my class, groups and communities.</p> <p>I understand the nature and consequences of discrimination and prejudice.</p> <p>I can demonstrate care and consideration for different living things and I can demonstrate ways I look after the environment and wider community – sustainability, allocation of resources.</p> <p>I have high aspirations for myself and my future jobs or careers. I recognise</p>

	<p>get better at, what I might want to be when I am an adult) and what my strengths are.</p> <p>I can demonstrate that money comes from different sources and can be used for different purposes. I can contribute to school fundraising events.</p> <p>I can talk about some current topical issues within the media.</p> <p>I can talk about the different ways people use the internet and how not everything on the internet can be trusted.</p>	<p>and qualities I may need. I can set personal goals to help me achieve these.</p> <p>I can demonstrate some understanding about the role of money in our lives (how to manage it, how to keep it safe, spending choices.) I can contribute to the planning and organisation of school fund raising events</p> <p>I can research, discuss and debate topical issues and events in the media.</p> <p>I can use the internet for different purposes. I can make decisions about what I can and can't trust online and when/how to ask for help with this.</p>	<p>there are different routes I could take into different careers and I can set personal goals to help me achieve these.</p> <p>I can demonstrate the role money plays in my life and the lives of others. I can participate in and contribute to an enterprise project.</p> <p>I can explore and critique how the media present information on current topical issues and events.</p> <p>I can demonstrate safe use of the internet for different purposes. I understand my responsibilities to keep myself and others safe online.</p>
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