



PSHRE Progression: EYFS and Key Stage 1

Physical Health and Mental Wellbeing				
CORE 1: HEALTH AND WELLBEING	Nursery	Reception	Year 1	Year 2
	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Can tell adults when hungry or tired or when they want to rest of play (HS1 30-50)</p> <p>Can usually manage washing and drying hands (HS5 30-50)</p> <p>Observes the effects of activity on their bodies (HS2 30-50)</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. (MF1 30-50)</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others (MF2 30-50)</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met (MF3 30-50)</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine (MF4 30-50)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Eats a healthy range of foodstuffs and understands need for variety of food. (HS1 40-60)</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (HS3 40-60)</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them (MF1 40-60)</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting (MF2 40-60)</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy (MF3 40-60)</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (HS ELG)</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (MF ELG)</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H4. about why sleep is important and different ways to rest and relax</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>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</p> <p>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</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>

Growing and Changing				
Core 1: HEALTH AND WELLBEING	Nursery	Reception	Year 1	Year 2
	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (PC5 30-50)</p> <p>Values and welcomes praise for what they have done. (SCSA2 30-50)</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met (MF3 30-50)</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine (MF4 30-50)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Can describe self in positive terms and talk about abilities (SCSA2 40-50)</p> <p>Children are confident to try new activities, and say what they like and why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. (SCSA ELG)</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (MF ELG)</p>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p>	<p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>

Keeping Safe				
Core 1: HEALTH AND WELLBEING	Nursery	Reception	Year 1	Year 2
	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Understands that equipment and tools have to be used safely (HSC3 30-50)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (HSC4 40-60)</p> <p>Shows understanding of how to transport and store equipment safely (HSC5 40-60)</p> <p>Practices some appropriate safety measures without direct supervision (HSC6 40-60)</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (HSC ELG)</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>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</p>	<p>H27. about preparing to move to a new class/year group</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>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</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>

Families and Friendships

	Nursery	Reception	Year 1	Year 2
Core 2: RELATIONSHIPS	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (MR1 30-50)</p> <p>Initiates play, offering cues to peers to join them (MR2 30-50)</p> <p>Keeps play going by responding to what others are saying or doing (MR3 30-50)</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (MR4 30-50)</p> <p>Shows interest in the lives of people who are familiar to them. (PC1 30-50)</p> <p>Remembers and talks about significant events in their own experience. (PC2 30-50)</p> <p>Recognises and describes special times or events for family or friends. (PC3 30-50)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (PC5 30-50)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Initiates conversations, attends to and takes account of what others say. (MR1 40-60)</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others. (MR2 40-60)</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. (MR3 40-60)</p> <p>Enjoys joining in with family customs and routines. (PC1 40-60)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, among families, communities & traditions. (PC ELG)</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (MR ELG)</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R24. how to listen to other people and play and work cooperatively</p>

Safe Relationships				
Core 2: RELATIONSHIPS	Nursery	Reception	Year 1	Year 2
	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Shows confidence in asking adults for help. (SCSA6 30-50)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Confident to speak to others about own needs, wants, interests and opinions. (SASC1 40-60)</p> <p>Practices some safety measures without direct supervision. (HS6 40-60)</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak to a familiar group, will talk about their ideas, and choose resources they need for their chosen activities. They say when they do or don't need help. (SCSA ELG)</p> <p>Children know the importance for good health of exercise, and healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (HS ELG)</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	<p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>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</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>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</p>

Respecting Ourselves and others				
Core 2: RELATIONSHIPS	Nursery	Reception	Year 1	Year 2
	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. (MF1 30-50)</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (MF2 30-50)</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (MR1 30-50)</p> <p>Initiates play, offering cues to peers to join them. (MR2 30-50)</p> <p>Keeps play going by responding to what others are saying or doing. (MR3 30-50)</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (MR4 30-50)</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community. (SCSA5 30-50)</p> <p>Shows confidence in asking adults for help. (SCSA6 30-50)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Initiates conversations, attends to and takes account of what others say. (MR1 40-60)</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. (MR3 40-60)</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (MF1 40-60)</p> <p>Aware of boundaries set, and of behavioural expectations in the setting. (MF2 40-60)</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (MF3 40-60)</p> <p>Confident to speak to others about own needs, wants, interests and opinions. (SCSA1 40-60)</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (MF ELG)</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (MR ELG)</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>

Belonging to a Community				
	Nursery	Reception	Year 1	Year 2
Core 3: Living In The Wider World	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Shows interest in the lives of people who are familiar to them. (PC1 30-50)</p> <p>Remembers and talks about significant events in their own experience. (PC2 30-50)</p> <p>Recognises and describes special times or events for family or friends. (PC3 30-50)</p> <p>Shows interest in different occupations and ways of life. (PC4 30-50)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (PC5 30-50)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (TW1 30-50)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (TW2 30-50)</p> <p>Shows care and concern for living things and the environment. (TW5 30-50)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting. (MF2 40-60)</p> <p>Enjoys joining in with family customs and routines. (PC1 40-60)</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (MF ELG)</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (TW ELG)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (PC ELG)</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>

Media Literacy and Digital Resilience				
Core 3: Living In The Wider World	Nursery	Reception	Year 1	Year 2
	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (T2 30-50)</p> <p>Knows that information can be retrieved from computers (T4 30-50)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Uses ICT hardware to interact with age-appropriate computer software. (T2 40-60)</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (T ELG)</p>	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p>	<p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>

Money and Work				
Core 3: Living In The Wider World	Nursery	Reception	Year 1	Year 2
	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next. (S3 30-50)</p> <p>Welcomes and values praise for what they have done. (SCSA2 30-50)</p> <p>Shows interest in different occupations and ways of life. (PC4 30-50)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events. (S5 40-60)</p> <p>Beginning to use everyday language related to money. (SSM8 40-60)</p> <p>Can describe self in positive terms and talk about abilities. (SCSA2 40-60)</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. (SCSA ELG)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (PC ELG)</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (SSM ELG)</p>	<p>L14. that everyone has different strengths</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p>



PSHRE: Key Stage 2

CORE 1: HEALTH AND WELLBEING	Physical Health and Mental Wellbeing	
	Year 3	Year 4
	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>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.</p> <p>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</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>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)</p>

CORE 1: HEALTH AND WELLBEING	<u>Growing and Changing</u>	
	Year 3	Year 4
	<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>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)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>
CORE 1: HEALTH AND WELLBEING	<u>Keeping Safe</u>	
	Year 3	Year 4
	<p>H38. how to predict, assess and manage risk in different situations</p> <p>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 safe</p> <p>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</p>	<p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>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</p>

Families and Friendships		
Core 2: RELATIONSHIPS	Year 3	Year 4
	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>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</p> <p>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</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>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</p> <p>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</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>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</p>

Safe Relationships		
Core 2: RELATIONSHIPS	Year 3	Year 4
	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>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</p> <p>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</p> <p>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</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>

Respecting Ourselves and Others

Core 2: RELATIONSHIPS	Year 3	Year 4
	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>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</p>	<p>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</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>

Belonging to a Community

Core 3: Living In The Wider World	Year 3	Year 4
	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>	<p>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</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>

Media Literacy and Digital Resilience

Core 3: Living In The Wider World	Year 3	Year 4
	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>

Money and Work

Core 3: Living In The Wider World	Year 3	Year 4
	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>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</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p>