



St Mary's CE (VA) Primary School RSHE Assessment

The 9 nine protected characteristics are **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.**

<p>EYFS: ELG</p>	<p>ELG- Self Regulation</p> <ul style="list-style-type: none"> • 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 <p>ELG Managing Self</p> <ul style="list-style-type: none"> • 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. <p>ELG Building Relationships</p> <ul style="list-style-type: none"> • 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.
------------------------------------	---

St Mary's CE (VA) Primary School Assessment RSHE

Topic/Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and people who care for me	Know who is in their family and how they look after them.	Know that families are important for children growing up.	Know the characteristics of healthy family life.	Know that other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.	Know that stable, caring relationships, which may be of different types, are at the heart of happy families.	Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help.
Caring friendships	Develop understanding of what makes a good friend.	Know how important friendships and how people choose and make friends.	Know the characteristics of friendships and how to support friends with problems and difficulties.	Know that healthy friendships are positive and do not make others feel lonely or excluded.	Know that most friendships have ups and downs.	Know how to judge when a friendship is making them feel unhappy or uncomfortable, and how	Know how to recognise who to trust and who not to trust, and to manage conflict.



						to manage these situations.	
Respectful relationships	Can express their feelings and consider the feelings of others.	Know the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.	Know practical steps they can take in a range of different contexts to improve or support respectful relationships.	Know the conventions of courtesy and manners and know the importance of self-respect.	Know that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.	Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.	Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Know the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Identify rules that help keep us safe and healthy and know they should have an adult with them whilst on line.	Know that people sometimes behave differently online.	Know that the same principles apply to online relationships as to face-to face relationships.	Know that people sometimes pretend to be someone they are not.	Know the importance of respect for others online including when we are anonymous.	Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met and know how information and data is shared and used online.
Being safe	Understand keeping safe when crossing the road and what is acceptable in friendships.	Know that sorts of boundaries are appropriate in friendships with peers and others.	Know about the concept of privacy; including that it is not always right to keep secrets. Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Know how to recognise and report feelings of being unsafe or feeling bad about any adult.	Know how to ask for advice or help for themselves or others, and to keep trying until they are heard and how to report concerns or abuse.	Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (R5.6) Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.
Mental wellbeing	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Know that mental wellbeing is a normal part of daily life, in the same way as physical health and that there is a normal range of emotions that all humans experience in	Know how to recognise and talk about their emotions and know to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Know simple self-care techniques, including the importance of exercise, being outdoors, rest, time spent with friends and family and the benefits of hobbies and interests.	Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and know where and how to seek support.	Know where and how to seek support if they are worried about their own or someone else's mental wellbeing or ability to control their emotions



		relation to different experiences and situations.					
Internet safety and harms	Develop understanding of the benefits of the internet and give some simple examples of rules for staying safe.	Know that for most people the internet is an integral part of life and has many benefits and know basic safety principles when working online	Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing.	Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Know where and how to report concerns and get support with issues online.
Physical health and fitness	Know and talk about the different factors that support their overall health and wellbeing e.g. regular physical activity, healthy eating, toothbrushing, having a good sleep routine.	Know the characteristics and mental and physical benefits of an active lifestyle.	Explain the benefits of an active lifestyle on their own mental and physical health.	Know the importance of building regular exercise into daily and weekly routines and how to achieve this.	Know the risks associated with an inactive lifestyle (including obesity).	Know how and when to seek support including which adults to speak to in school if they are worried about their health.	Know where to seek support if they are worried about their own or others' health.
Healthy eating	Develop understanding of being healthy through a balanced diet including eating fruit and vegetables.	Know what constitutes a healthy diet.	Explain how they have a healthy diet.	Know what constitutes a healthy diet (including understanding calories and other nutritional content).	Know the principles of planning and preparing a range of healthy meals.	Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay).	Know the characteristics of a poor diet and risks associated with other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco						Know the facts about legal and illegal harmful substances.	Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Know and talk about the importance of tooth brushing and visiting the dentist alongside drinking water and staying safe in the sun	Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Know the facts and science relating to allergies, immunisation and vaccination.



Basic first aid	Know 999 is the number to call for an emergency and who to tell if they have hurt themselves.	Know to make a clear and efficient call to emergency services if necessary.	Know to make a clear and efficient call to emergency services if necessary.	Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Know concepts of basic first-aid, for example dealing with common injuries.
Changing adolescent body						Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Know about menstrual wellbeing including the key facts about the menstrual cycle.