Progression of Skills PSHE/RSHE – Celebrating Differences

	National Curriculum Outcomes	
EYFS	**Relationships** Characteristics of healthy family life, including that families may look different. Others' families, either in school or wider world, sometimes look different and should be respected. Marriage and civil partnerships represent a formal and legally recognised commitment. Importance of not excluding others, making new friends. **Health** Range and scale of emotions. Vocabulary to describe feelings.	
KS1	**Relationships** That healthy friendships are positive and welcoming. Recognising when a friendship is making them feel unhappy and how to get support How their behaviour affects other people Expecting to be treated with respect and treating others with respect, including those who are different. **Health** Bullying has a negative and often lasting impact on mental wellbeing. Where and how to seek support.	Pupils should be taught to: • Explore how people can be similar and different • reflect on their own similarities and differences while learning to include others • use kind words and recognise what makes them special. • learn how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. • develop an understanding of why bullying can happen, how it makes people feel, and how to seek help.
KS2	**Relationships** Different types of bullying (including cyberbullying), impact of bullying, responsibility of bystanders, and how to get help. Understanding and challenging stereotypes. How to seek help when concerned about violence or harm. Same principles apply online as face-to-face, including respect and avoiding pressure. **Health** Strategies for managing screen time and recognising signs of too much. What age restrictions/ratings mean; minimum age for social media. Impact of spending too much time online on mental health and wellbeing.	Pupils should be taught to: • explore different types of families and why they are important • learn how to manage disagreements calmly and solve problems together. • develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. • explore how first impressions and appearance can influence assumptions • learn to accept others for who they are and question their own judgements. • explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. • develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. • explore what “normal” can mean and develop empathy for people who are different. • examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect.

	Knowledge	Social and Emotional Skills
EYFS	• What being unique means • The names of some emotions • Why having friends is important • Some qualities of a positive friendship • That they don't have to be "the same as" someone to be a friend • What being proud means, and that people can be proud of different things • That people can be good at different things • Families can be different • People have different homes and why they are important to them • Ways of making friends	• Recognise emotions when they or someone else is upset, frightened or angry • Identify and use skills to make a friend • Identify some ways they can be different and the same as others • Identify and use skills to stand up for themselves • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between their family and other families
Year 1	• I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends	• I can tell you some ways in which I am the same as my friends • I can tell you some ways I am different from my friends • I understand how being bullied might feel • I can be kind to children who are bullied • I know how it feels to make a new friend • I understand these differences make us all special and unique
Year 2	• I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them	• I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is OK • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I know when and how to stand up for myself and others

	• I can tell you some ways I am different from my friends	• I know how to get help if I am being bullied • I understand we shouldn't judge people if they are different • I know how it feels to be a friend and have a friend • I understand these differences make us all special and unique
Year 3	• I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were	• I appreciate my family/the people who care for me • I know how to calm myself down and can use the 'Solve it together' technique • I know some ways of helping to make someone who is bullied feel better • I can problem-solve a bullying situation with others • I try hard not to use hurtful words (e.g., gay, fat) • I can give and receive compliments and know how this feels
Year 4	• I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them	• I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the unique features of my physical appearance • I can explain why it is good to accept people for who they are
Year 5	• I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world	• I am aware of my own culture • I am aware of my attitude towards people from different races • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied

	• I can understand a different culture from my own	• I can appreciate the value of happiness regardless of material wealth • I respect my own and other people's cultures
Year 6	• I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration	• I can empathise with people who are different • I am aware of my attitude towards people who are different • I know how it can feel to be excluded or treated badly by being different in some way • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I appreciate people for who they are • I can show empathy with people in either situation