

Russell Hall Primary School

Russell Hall Skills Progression



	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>Me and My Relationships</u>	Recognise that we are unique Describe different feelings and use this skill to manage relationships Understand that some families are different from theirs, but these families also love and care for one another	Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.	Recognise that we are unique Describe different feelings and use this skill to manage relationships Understand that some families are different from theirs, but these families also love and care for one another	Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Recognise, name and understand how to deal with feelings	Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship	Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a	Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Describe ways in which people show their commitment to each other;

Russell Hall Primary School

Russell Hall Skills Progression



				(e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.	with their special people.		given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.	Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.
<u>Valuing Difference</u>	Recognise that there are differences and similarities between themselves Celebrate their friends and include them Understand people have different cultures and religions	Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the	Recognise that there are differences and similarities between themselves Celebrate their friends and include them Understand people have different cultures and religions	Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.	Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully Define the term 'community'; Identify the different communities	List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of	Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.

Russell Hall Primary School

Russell Hall Skills Progression



		lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.			that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and well being..	showing respect to others' differences.	through racism; Consider how discriminatory behaviour can be challenged.	
Keeping Safe	Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown products	Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online.	Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown products	Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;	Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two;	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.	Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.	Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their

Russell Hall Primary School

Russell Hall Skills Progression



		Name adults in their lives and those in their community who keep them safe.		Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.	Demonstrate strategies for dealing with a risky situation.		Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.	information private online. Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread.
<u>Rights and Respect</u>	Learn about taking some responsibility for their own health	Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can	Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so	Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair);	Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Define what is meant by the environment;	Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by	Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on	Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques

Russell Hall Primary School

Russell Hall Skills Progression



		make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.	Take care of their home, their learning environment and the natural environment	Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.	Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.	'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.	individuals and the wider community if responsibilities are not carried out.	that make up a biased report; Analyse a report also extract the facts from it.
--	--	---	---	---	--	--	--	--

Russell Hall Primary School

Russell Hall Skills Progression



Being my best	Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment	Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle.	Talk about healthy choices and activities Develop resilience and persistence in their learning Working cooperatively with others when faced with a challenge	Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.	Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.	Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.	Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.	
----------------------	---	--	--	---	---	---	--	--

Russell Hall Primary School

Russell Hall Skills Progression



<p><u>Growing and Changing</u></p>	<p>Talk about change in the environment Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</p>	<p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>	<p>Talk about change in the environment Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</p>	<p>Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.</p>	<p>Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.</p>	<p>Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall</p>	<p>Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in</p>	<p>Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall</p>
---	--	---	--	---	---	---	---	---

Russell Hall Primary School

Russell Hall Skills Progression



						out with their parents; Take part in a role play practising how to compromise.	which they would feel uncomfortable, particularly in relation to inappropriate touch.	into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.
--	--	--	--	--	--	---	---	--