



HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

*RSE:			T1 & T2	T3 & T4	T5 & T6
Relationships and Sex Education became a statutory subject from September 2020. Through our core themes, our broad PSHE curriculum includes objectives which cover all of the strands recommended in the new guidance. To demonstrate this, all objectives relating to RSE are shown in highlighted bold italics .					
Core theme - Relationships			T1 & T2	T3 & T4	T5 & T6
Relationships (overarching key progressive question)	Year group	<i>Children will be able to...</i>			
<i>What are relationships? How are relationships different?</i>	<i>3,4,5,6</i>	<ul style="list-style-type: none"> - <i>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships.</i> - <i>Recognise what it means to ‘know someone online’ and how that differs to face-to-face; including the risks involved.</i> 			
Friendships (key progressive questions)	Year group	<i>Children will be able to...</i>			
<i>How can we be a good friend?</i>	<i>3</i>	<ul style="list-style-type: none"> - <i>Understand the importance of friendships and how they support wellbeing.</i> - <i>Know strategies to become a ‘good friend’, including kindness, trust, courtesy and manners.</i> - <i>Understand basic manners and how they are important for healthy relationships.</i> - <i>Understand that each person’s body belongs to them.</i> - <i>Know how to recognise if friendship is making them feel unhappy or unsafe, and how to seek help and advice.</i> - <i>Know the consequences of hurtful behaviour.</i> - <i>Understand privacy and trust, including keeping a secret.</i> 			
<i>How can we treat each other with respect?</i>	<i>4</i>	<ul style="list-style-type: none"> - <i>Understand what constitutes a positive healthy friendship, including kindness, trust, courtesy, manners, mutual respect, loyalty and generosity.</i> - <i>Know how to be respectful towards others and the importance of self-respect.</i> - <i>Identify stereotypes and begin to challenge them (gender stereotypes).</i> - <i>Know how to recognise if friendship is making them feel unhappy or unsafe, and how to seek help and advice.</i> - <i>Know strategies to respond to hurtful behaviour, how to report concerns and get help.</i> - <i>Understand privacy and personal boundaries.</i> - <i>Understand that each person’s body belongs to them and that there are different types of physical contact.</i> - <i>Understand when something should be kept a secret, and when confidentiality can be broken.</i> 			
<i>How can we show respect and treat everyone equally?</i>	<i>5</i>	<ul style="list-style-type: none"> - <i>Understand that healthy friendships are positive and welcoming towards others, make people feel included and do not make others feel lonely or excluded.</i> - <i>Recognise when others are feeling excluded and how to include them.</i> - <i>Know strategies on seeking support if you are feeling excluded.</i> 			

HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

		<ul style="list-style-type: none"> - Know the importance of self-respect and how this can affect their thoughts and feelings about themselves. - Know that everyone should be treated politely and with respect. - Respect differences and similarities between people. - Identify stereotypes and begin to challenge them. - Know how to recognise if friendship is making them feel unhappy or unsafe, and how to seek help and advice. - Develop further strategies to respond to hurtful behaviour, how to report concerns and get help. - Know what sorts of boundaries are appropriate in friendships with peers and others (face-to-face and digitally). - Understand 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 and do not know. - Identify the importance of permission-seeking and consent in relationships with friends, peers, partners and adults. 			
How do friendships change as we grow?	6	<ul style="list-style-type: none"> - Understand how friendships can change over time. - Listen and respond respectfully to a wide range of people, respecting other’s point of view. - Know strategies to improve or support courteous, respectful relationships. - Understand what diversity is and the importance to respect individual differences. - Know that friendships have ups and downs and these can often be worked through so that the friendship is repaired, and even strengthened, and that resorting to violence is never right. - Know strategies to resolve disputes and reconcile differences positively. - Recognise and manage peer influence and a desire for peer approval. - Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies to manage this. - Know how to recognise if friendship is making them feel unhappy or unsafe, and how to seek help and advice. - Understand what discrimination means and how to challenge it (include prejudice, racism, sexism and homophobia). - Understand that each person’s body belongs to them and recognise that there are different types of physical contact; what is acceptable and what is unacceptable; strategies to respond to unwanted physical contact. 			
Families and close relationships (key progressive questions)	Year group	Children will be able to...			
What makes a family?	3	<ul style="list-style-type: none"> - Know that families are important because they give love, security and stability. - Know there are different types of families and that everyone’s family is different. - Identify some characteristics of healthy family life, including caring for each other, love and trust and support. 			

HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

		<ul style="list-style-type: none"> - Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice. 			
What are families like?	4	<ul style="list-style-type: none"> - Recognise and respect that there are different types of family structures including; single parents, step-parents, foster parents, adoptive families, same-sex parents, blended families, living with grandparents. - Identify the differences and similarities between different types of families. - Identify the characteristics of a healthy family life, including in times of difficulty, protection and care for children and other family members. - Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice. 			
What are relationships like?	5	<ul style="list-style-type: none"> - Know that stable, caring relationships are at the heart of happy families. - Know about marriage and civil partnership as a legal declaration of commitment, which is intended to be lifelong. - Understand that not everybody will choose to marry, but many chose to co-habit. - Know that forcing someone to marry against their will is a crime. - Understand that some couples may separate or divorce. - Know that people may be attracted to someone emotionally or romantically. - Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice. 			
How do relationships develop?	6	<ul style="list-style-type: none"> - Know that people may be attracted to someone of the same sex or different sex to them. - Know that people who love and care for each other can be in a committed relationship living together, but also apart. - Know that gender identity and sexual orientation are different. - Recognise that there are different types of physical contact; what is acceptable and what is unacceptable; strategies to respond to unwanted physical contact. - Identify the importance of permission-seeking and consent in relationships with friends, peers, partners and adults. - Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice. - Know how to report concerns or abuse and the vocabulary and confidence needed to do so. 			
Core theme – Health and wellbeing			T1 & T2	T3 & T4	T5 & T6
Mental Health Fortnight (Key questions taken from Belinda Heaven)	Year group	<i>Children will be able to...</i> (Taken from the 'HJS Mental Health Fortnight Overview')			
What is mental health and mental illness? What helps and what does not? Why is mental health important?	3	<ul style="list-style-type: none"> - Know what mental health and mental illness is. - Name some positive and negative feelings and emotions. - Describe different feelings and how they are experienced in the body. - Give examples of everyday things that can affect feelings. - Know that feelings usually change throughout the day. - Describe simple ways to help people to feel good/better. - Identify some strategies that I use to cope with difficult feelings. 			

HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

What makes me special?		<ul style="list-style-type: none"> - Know who my personal support network is. - Explain why it is important for people to talk about their feelings and emotions. - Explain why it is important to take care of our mental health (as well as our physical health). - Identify positive things about myself. 			
	4	<ul style="list-style-type: none"> - Know what mental health and mental illness is. - Name a range of feelings and emotions. - Describe my feelings to others. - Identify some factors that affect emotional health and wellbeing. - Explain how feelings and emotions change over time. - Describe everyday behaviours that can help to support mental health. - Identify a range of that I use to cope with emotions and challenges. - Know who to go to if I'm in trouble. - Explain why it is important for people to talk about their feelings and emotions. - Explain why it is important to take care of our mental health (as well as our physical health). - Describe what I am proud of. 			
	5	<ul style="list-style-type: none"> - Know what mental health and mental illness is. - Name a wide range of feelings and emotions. - Describe the range and intensity of my feelings to others. - Identify some factors that affect emotional health and wellbeing. - Know that people can experience conflicting feelings at the same time. - Describe a wide range of strategies and helpful behaviours that can help support mental health. - Explain why it is important to take care of our mental health (as well as our physical health). - Identify a wide range of strategies that I use to help support my well-being during difficult times. - Know that help, advice and support about feelings comes from different sources. - Explain why it is important for people to talk about their feelings and emotions. - Know the importance of valuing myself. 			
	6	<ul style="list-style-type: none"> - Know what mental health and mental illness is. - Name a wide range of feelings and emotions. - Use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions. - Identify some factors that affect emotional health and wellbeing, including loss and change. - Recognise conflicting emotions and when these might be experienced. - Describe a wide range of strategies and helpful behaviours that can help support mental health and recognise those which may have more of a negative effect. - Identify a wide range of strategies to help support my well-being during complex situations. - Name some different sources where individuals, families and groups can get help and support. - Explain why it is important for people to talk about their feelings and emotions. - Explain why it is important to take care of our mental health (as well as our physical health). - Reflect on my achievements and set personal goals. 			

HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

Healthy Lifestyles (key progressive questions) 'Healthy Active Days'	Year group	Children will be able to...			
Term 1: Healthy Balanced diet (specifically linked to science and DT)	3	- Understand what makes a healthy, balanced diet. - Understand why it is important to our health to eat a healthy, balanced diet.			
	4	- Know the different food groups and their benefits for our health. - Understand the risks to our health if we do not eat a balanced diet (including tooth decay and obesity)			
	5	- Know the different food groups, their benefits for our health, and the proportions of each that we should eat. - Understand the short-term and long-term risks of not eating a balanced diet.			
	6	- Know what constitutes a healthy, balanced diet (including identifying food groups and their proportions) and the benefits to health and wellbeing of eating nutritionally rich foods. - Understand the short-term and long-term risks associated with not eating a balanced diet, including obesity.			
Term 2: Importance of exercise for our physical and mental wellbeing. (specifically linked to PE).	Year group	Children will be able to...			
	3	- Name different types of exercise. - Know the benefits that regular exercise has for our physical health. - Know the risks to our health if we do not exercise regularly.			
	4	- Know how regular exercise benefits our mental and physical health. - Identify how they can be more physically active in their daily lives. - Understand the risks to our health if we do not exercise regularly.			
	5	- Explain how regular exercise benefits our mental and physical health. - Recognise opportunities to be more physically active. - Understand the short-term and long-term risks to our health if we do not exercise regularly.			
Term 4: Healthy lifestyle choices This should also include a quick recap learning about healthy eating and the benefits of exercise. (specifically linked to DT, Science and Computing).	Year group	Children will be able to...			
	3	- Know how to make healthy choices. - Know how sleep contributes to a healthy lifestyle. - Know the risks of too much screen time. - Know the importance of brushing our teeth twice a day and the impact that too much sugar can have on dental care.			
4	- Identify elements of a healthy, balanced lifestyle. - Know routines that support good quality sleep and why it is important. - Know the risks of too much screen time and how to limit their time.				

HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

		<ul style="list-style-type: none"> - Know how to brush teeth correctly and why it is important. Also recognise the impact that some foods can have on dental care. 			
	5	<ul style="list-style-type: none"> - Know about choices that support a healthy lifestyle and what might influence these. - Know the effects that lack of sleep can have on our bodies. - Know the short-term and long-term risks of too much screen time, and how to limit their time. - Know how to maintain good oral hygiene (including correct brushing and flossing) and why regular visits to the dentist are important. Also identify the impact that some food and drinks (sugar consumption, fruit juices, smoothies, tea and coffee, carbonated drinks) can have on dental care. 			
	6	<ul style="list-style-type: none"> - Recognise that habits can have both a positive and negative effect on a healthy lifestyle. - Know the effects of lack of sleep on the body, feelings, behaviour and ability to learn. - Know the short-term and long-term risks of too much screen time, how to recognise the impact that this can have and strategies to limit their time. - Know how to maintain good oral hygiene and the impact that lifestyle choices (sugar consumption, fruit juices, smoothies, tea and coffee, carbonated drinks and the effects of smoking) can have on dental care. 			
Term 5: What to do in an emergency	Year group	Children will be able to...			
	3	<ul style="list-style-type: none"> - Recognise if somebody is hurt and when they need some help. - Name the three emergency services and how to call 999 in an emergency. 			
	4	<ul style="list-style-type: none"> - Recognise if somebody is hurt and when they need some help. - Know the importance of cleaning and dressing a wound to stop infection. - Know how to call 999 in an emergency and identify which emergency service/s may be needed. 			
	5	<ul style="list-style-type: none"> - Know some basic first aid strategies (bleeding and asthma). - Know how to call 999 in an emergency and identify which emergency service/s may be needed. 			
	6	<ul style="list-style-type: none"> - Know some basic first aid strategies (bleeding, head injuries, asthma, choking). - Know how to call 999 in an emergency and identify which emergency service/s may be needed. 			
Term 6: Staying safe in the summer	Year group	Children will be able to...			
And recap of internet safety before the summer holidays.	3	<ul style="list-style-type: none"> - Know how to keep safe from overexposure to sun (sun cream, sunhats, shade, drinking plenty of water). - Identify the importance of physical exercise, time outdoors and playing with friends on mental wellbeing and happiness. 			
	4	<ul style="list-style-type: none"> - Know the benefits of sun exposure and how to keep safe from overexposure to the sun (sun cream, sunhats, shade, drinking plenty of water). - Identify the importance of physical exercise, time outdoors, playing with friends and community participation on mental wellbeing and happiness. 			
	5	<ul style="list-style-type: none"> - Know the benefits of sun exposure and how to keep safe from overexposure to the sun (sun cream, sunhats, shade, drinking plenty of water). - Know the risks of overexposure (heat stroke, dehydration and skin cancer). 			

HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

		<ul style="list-style-type: none"> - Identify the importance of physical exercise, time outdoors, playing with friends, community participation and voluntary activity on mental wellbeing and happiness. 			
	6	<ul style="list-style-type: none"> - Know the benefits of sun exposure and how to keep safe from overexposure to the sun (sun cream, sunhats, shade, drinking plenty of water). - Know the risks of overexposure and how to reduce them (heat stroke, dehydration and skin cancer). - Identify the importance of physical exercise, time outdoors, playing with friends, community participation, voluntary and service-based activity service on mental wellbeing and happiness. - Identify self-care techniques, including the importance of rest, time spent with friends and families and the benefits of hobbies and interest. 			
Drugs, alcohol and tobacco (key progressive questions)	Year group	<i>Children will be able to...</i>			
When is it safe or not safe to take medicine?	3	<ul style="list-style-type: none"> - Understand what medicine is and why you may need to take it. - Identify scenarios when it is safe or unsafe to take medicine. 			
What is a drug?	4	<ul style="list-style-type: none"> - Understand the risks and effects of legal drugs common to everyday life. - Recognise the impacts legal drugs can have on their health (prescription and over-the-counter medication). 			
Why are some drugs illegal and some legal?	5	<ul style="list-style-type: none"> - Recognise that there are laws surrounding the use of legal and illegal drugs. - Recognise that drug use can become a habit which can be difficult to break. 			
What effects and risks do drugs have?	6	<ul style="list-style-type: none"> - Identify why people choose to use or not use drugs. - Understand the mixed messages in the media about drugs, including alcohol and smoking/vaping. - Identify organisations that can support people concerning drugs, alcohol, tobacco/ nicotine. 			
Keeping safe (key progressive questions)	Year group	<i>Children will be able to...</i>			
How can we stay safe?	3	<ul style="list-style-type: none"> - Identify potential risks to their safety in the local area and at home. - Identify strategies for keeping safe in the local environment, unfamiliar places and at home. 			
What factors can put me at risk?	4	<ul style="list-style-type: none"> - Know about hazards that may cause harm, injury or risk and what can be done to reduce this. - Understand the importance of following and complying with regulations and restrictions. 			
How do I respond and react in emergency situations?	5	<ul style="list-style-type: none"> - Predict, assess and manage risk in different situations. - Know how to respond and react in an emergency situation. 			
How can we help in an accident or emergency situation?	6	<ul style="list-style-type: none"> - Know what is meant by basic first aid and the techniques for dealing with common injuries. - Identify situations that may require the emergency services, how to contact them and what to say. 			
Ourselves, growing and changing (key progressive questions)	Year group	<i>Children will be able to...</i>			
What helps us grow and stay healthy?	3	<ul style="list-style-type: none"> - Identify strategies to support personal hygiene. - Understand how germs and viruses are spread and the importance of handwashing. - Identify strategies to support physical health such as brushing your teeth, sleep and exercise. 			
How will we grow and change?	4	<ul style="list-style-type: none"> - Understand our personal identities and what contributes to who we are. - Understand the similarities and differences between ourselves. 			

HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

		<ul style="list-style-type: none"> - Know how to recognise early signs of physical illness. - Know how to recognise early signs of puberty (growing taller, voices changing, hair growing in different body places). 			
What changes do our bodies go through during puberty?	5	<ul style="list-style-type: none"> - Identify the external genitalia and internal reproductive organs in males and females. - Know about the physical and emotional changes that happen when approach and during puberty. - Know how hygiene routines change during the time of puberty. - Know about menstrual wellbeing and key facts about the menstrual cycle. 			
What changes happen as we become adults?	6	<ul style="list-style-type: none"> - Know about the physical and emotional changes that happen when approach and during puberty and how this relates to human reproduction. - Know about the processes of reproduction and birth as part of the human lifecycle and how babies are conceived and born. - Know where to get information, help and advice about growing and changing. - Recognise that there are different types of physical contact; what is acceptable and what is unacceptable; strategies to respond to unwanted physical contact. - Identify the importance of permission-seeking and consent in relationships with friends, peers, partners and adults. - Know how to report concerns or abuse and the vocabulary and confidence needed to do so. 			
Core theme – Living in the wider world			T1 & T2	T3 & T4	T5 & T6
Community (key progressive questions)	Year group	<i>Children will be able to...</i>			
What makes a school community?	3	<ul style="list-style-type: none"> - Identify different groups that make up their community. - Know what living in a community means. - Understand what Citizenship is and their role as a good citizen. - Know that we have British Values that are important to our country. 			
What makes a community and how can we make a difference?	4	<ul style="list-style-type: none"> - Value the different contributions that people and groups make to the community. - Understand what Citizenship is and their role as a good citizen. - Identify ways of carrying out shared responsibilities for protecting the environment in school and at home (including recycling, conservation, projects). - Identify our British Values and know that they are important to our country. 			
What are our rights and responsibilities to others?	5	<ul style="list-style-type: none"> - Understand the relationship between rights and responsibilities. - Recognise there are human rights which are there to protect everyone. - Identify our British Values and why they are important. - Identify our British Values are and discuss why they are important. - Know what a stereotype is and understand how stereotypes can negatively influence behaviours and attitudes towards others. 			
What is a democracy?	6	<ul style="list-style-type: none"> - Understand what democracy is and make links to British parliament as well as the wider world. - Recognise reasons for rules and laws and the consequences for not adhering to them. - Understand what our British Values mean and why they are important. - Recognise behaviours/actions which discriminate against others. 			

HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

Media literacy and digital resilience (key question)	Year group	Children will be able to... (Taken from the 'HJS Computing Key Skills, Knowledge and Understanding document)			
<p>How do we stay safe online?</p> <p>How can the media influence people?</p> <p>The objectives for these key questions are combined as there is significant overlap between them.</p>	3	<p align="center">SELF-IMAGE & IDENTITY</p> <p>- Can I explain what is meant by the term identity?</p> <p>- Can I explain how people can represent themselves in different ways online?</p> <p align="center">ONLINE RELATIONSHIPS</p> <p>- Can I explain how my and other people's feelings can be hurt by what is said or written online?</p> <p>- Can I explain what it means to 'know someone' online and why this might be different from knowing someone offline?</p> <p align="center">ONLINE REPUTATION</p> <p>- Do I know who I should ask if I am not sure if I should put something online?</p> <p>- Can I recognise that I need to be careful before I share anything about myself or others online?</p> <p align="center">ONLINE BULLYING</p> <p>- Can I describe rules about how to behave online and how I follow them?</p> <p align="center">MANAGING ONLINE INFORMATION</p> <p>- Can I demonstrate how to navigate a simple webpage to get to the information I need? (e.g. home, forward, back buttons; links, tabs and sections)</p> <p>- Can I demonstrate how to use key phrases in search engines to gather accurate information online?</p> <p align="center">HEALTH WELL-BEING & LIFESTYLE</p> <p>- Can I explain why spending too much time using technology can sometimes have a negative impact on anyone?</p> <p align="center">PRIVACY & SECURITY</p> <p>- Can I explain that if I am not sure or I feel pressured, I should ask a trusted adult?</p> <p>- Can I identify what social media, games and apps are age appropriate and seek parental consent when I am not sure?</p> <p>- Can I understand and give reasons why passwords are important?</p> <p align="center">COPYRIGHT & OWNERSHIP</p> <p>- Can I explain why copying someone else's work from the internet without permission isn't fair?</p>			

HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

<p>How do we stay safe online?</p> <p>How can the media influence people?</p> <p>The objectives for these key questions are combined as there is significant overlap between them.</p>	<p align="center">4</p>	<p align="center">SELF-IMAGE & IDENTITY</p> <hr/> <p>- Can I explain how my online identity can be different to my offline identity?</p> <hr/> <p>- Can I explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this?</p> <hr/> <p align="center">ONLINE RELATIONSHIPS</p> <hr/> <p>- Can I give examples of how to be respectful to others online?</p> <hr/> <p align="center">ONLINE REPUTATION</p> <hr/> <p>- Can I explain how I am developing an online reputation which will allow other people to form an opinion of me?</p> <hr/> <p>- Can I explain ways that some of the information about anyone online could have been created, copied or shared by others?</p> <hr/> <p align="center">ONLINE BULLYING</p> <hr/> <p>- Can I explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them?</p> <hr/> <p>- Can I identify some online technologies where bullying might take place?</p> <hr/> <p align="center">MANAGING ONLINE INFORMATION</p> <hr/> <p>- Can I describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy? (e.g. social media, image sites, video sites).</p> <hr/> <p>- Can I explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true?</p> <hr/> <p align="center">HEALTH WELL-BEING & LIFESTYLE</p> <hr/> <p>- Can I identify times when I may need to limit my use of technology?</p> <hr/> <p align="center">PRIVACY & SECURITY</p> <hr/> <p>- Can I describe strategies for keeping my personal information (including passwords) private, depending on context?</p> <hr/> <p align="center">COPYRIGHT & OWNERSHIP</p> <hr/> <p>- When searching on the internet for content to use, can I explain why I need to consider who owns it and whether I have the right to reuse it?</p>			
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HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

<p>How do we stay safe online?</p> <p>How can the media influence people?</p> <p>The objectives for these key questions are combined as there is significant overlap between them.</p>	<p align="center">5</p>	<p align="center">SELF-IMAGE & IDENTITY</p> <p>- Can I explain how my identity online can be copied, modified or altered?</p> <p align="center">ONLINE RELATIONSHIPS</p> <p>- Can I explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault?</p> <p>- Can I explain how someone can get help if they are having problems and identify when to tell a trusted adult?</p> <p align="center">ONLINE REPUTATION</p> <p>- Can I describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect?</p> <p align="center">ONLINE BULLYING</p> <p>- Can I explain how I would report online bullying on the apps and platforms that I use?</p> <p>- Can I explain how to block abusive users?</p> <p align="center">MANAGING ONLINE INFORMATION</p> <p>- Can I evaluate digital content and explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results?</p> <p>- Can I describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful?</p> <p align="center">HEALTH, WELL-BEING & LIFESTYLE</p> <p>- Can I describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively?</p> <p align="center">PRIVACY & SECURITY</p> <p>- Can I create and use strong passwords to protect my information?</p> <p>- Can I explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others?</p> <p align="center">COPYRIGHT & OWNERSHIP</p> <p>- Can I assess and justify when it is acceptable to use the work of others?</p>				
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HJS – PSHE & RSE – PROGRESSION OF KEY SKILLS, KNOWLEDGE & UNDERSTANDING

<p>How do we stay safe online?</p> <p>How can the media influence people?</p> <p>The objectives for these key questions are combined as there is significant overlap between them.</p>	<p align="center">6</p>	<p align="center">SELF-IMAGE & IDENTITY</p> <p>- Can I identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online?</p> <p align="center">ONLINE RELATIONSHIPS</p> <p>- Can I show I understand my responsibilities for the well-being of others in my online social group?</p> <p>- Can I demonstrate ways of reporting problems online for both myself and my friends?</p> <p align="center">ONLINE REPUTATION</p> <p>- Can I explain the ways in which anyone can develop a positive online reputation?</p> <p align="center">ONLINE BULLYING</p> <p>- Can I describe how to capture bullying content as evidence (e.g. screenshot, URL, profile) to share with others who can help me?</p> <p>- Can I identify a range of ways to report concerns both in school and at home about online bullying?</p> <p align="center">MANAGING ONLINE INFORMATION</p> <p>- Can I explain how to use search technologies effectively?</p> <p>- Can I explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal?</p> <p align="center">HEALTH WELL-BEING & LIFESTYLE</p> <p>- Can I describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose?</p> <p align="center">PRIVACY & SECURITY</p> <p>- Can I describe effective ways people can manage passwords? (e.g. storing them securely or saving them in the browser).</p> <p>- Can I explain what app permissions are and can give some examples from the technology or services I use?</p> <p>- Can I explain why some apps may request or take payment for additional content and explain why I should seek permission from a trusted adult before purchasing?</p> <p align="center">COPYRIGHT & OWNERSHIP</p> <p>- Can I demonstrate how to make references to and acknowledge sources I have used from the internet?</p>				
<p>Economic wellbeing (key progressive questions)</p>	<p>Year group</p>	<p><i>Children will be able to...</i></p>				
<p>What is money and why do we need it?</p>	<p align="center">3</p>	<ul style="list-style-type: none"> - Know where money comes from and the different forms it can come in. - Know the different ways to pay for things. 				
<p>How do I manage my pocket money?</p>	<p align="center">4</p>	<ul style="list-style-type: none"> - Recognise that people have different attitudes towards saving money and spending money. - Know what can influence people's decisions when managing money. 				

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How can I save and spend money responsibly?	5	<ul style="list-style-type: none"> - Recognise different ways to keep track of and budget money. - Understand the risks associated with money and ways of keeping money safe. - Recognise that people make spending decisions based on priorities, needs and wants. 			
What jobs would we like when we are older? Why? How we will achieve it?	6	<ul style="list-style-type: none"> - Understand there is a broad range of different jobs/careers that people can have. - Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice. - Identify a job they may like to do and recognise a variety of routes into this career. - Understand that there are stereotypes in some workplaces. 			
Core theme – HJS Values			T1 & T2	T3 & T4	T5 & T6
key question	Year group	<i>Children will be able to...</i>			
What helps us to learn?	3,4,5 and 6	<ul style="list-style-type: none"> - Understand what it means to be a purple learner. - Identify movers and blockers that can affect their learning. - Understand what it means to have a fixed or growth mindset. 			
key question	Year group	<i>Children will be able to...</i>			
What is special about us?	3,4,5 and 6	<ul style="list-style-type: none"> - Recognise their individuality and personal qualities. - Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. - Know strategies to manage transitions between classes and key stages. 			