



## Essendon CofE Primary School

Encouraging everyone's light to shine

### RSHE: Skills and Knowledge Ladder



Focus	Early Years Progression	Y1-2 Progression	Y3-4 Progression	Y5-6 Progression
Families and relationships	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Play with one or more children, working cooperatively and take turns</li> <li>• Finding solutions to conflicts, rivalries and fallings out, talking with others to solve conflicts.</li> <li>• Understanding how others might be feeling and what they might think</li> <li>• Build constructive and respectful relationships</li> <li>• Show sensitivity to their own needs and the needs of others</li> </ul>		See Kapow ladder	
Health and Wellbeing	<ul style="list-style-type: none"> <li>• Explore and refine a variety of ways to express their ideas and feelings</li> <li>• Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands</li> <li>• Make healthy choices about food and drink</li> <li>• Know factors which lead to an overall healthy lifestyle e.g. sleep, screen time etc.</li> </ul>			
Safety and the changing body	<ul style="list-style-type: none"> <li>• N/A</li> </ul>			
Citizenship	<ul style="list-style-type: none"> <li>• Have a basic understanding of the Essendon Golden rules</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Know right from wrong and try to behave accordingly</li> <li>• Line up as part of the class</li> <li>• Follow the lunchtime routines as a class</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Develop a sense of responsibility and membership of a community</li> </ul>			



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Economic Wellbeing	<ul style="list-style-type: none"><li>• Begin to understand why people have jobs</li><li>• Show interest in different occupations</li></ul>	
Transition	<ul style="list-style-type: none"><li>• Become more outgoing with unfamiliar people in the safe context of their setting</li><li>• Show more confidence in new social situations</li><li>• Show resilience and perseverance in the face of new challenges</li></ul>	
Identity	<ul style="list-style-type: none"><li>• See themselves as a valuable individual</li><li>• Give preferences of likes and dislikes and talk about their feelings using words like 'happy, sad, angry or worried'.</li><li>• Identify and regulate their own feelings socially and emotionally</li><li>• Show a preference for a dominant hand</li><li>• Develop independence – learning how to dress e.g. putting on simple coats and doing up zips</li><li>• Know how to access support independently in the classroom</li><li>• Develop appropriate ways of being assertive</li><li>• Set simple goals</li></ul>	