



# RSHE statements for assessment, recording, reporting: KS1

These statements are designed to be adapted used in a range of contexts. They are therefore intentionally general, reflecting the breadth of the learning opportunities in RSHE.

## RSHE Values and Skills

Plays and works cooperatively.

Listens to other people.

Shares appropriately.

Recognises there are different types of teasing.

Plays a full part in the life of their classroom.

Agrees and follows rules for their group and classroom.

Recognises and says what is fair and unfair, right and wrong.

Listens to others and respects their viewpoints.

## Health and Wellbeing

Can describe some ways to keep healthy and explain why it is important.

Can recognise and name different feelings and describe what to do if they, or others, have not-so-good feelings.

Can suggest ways to help themselves and other people feel good, or feel better if not feeling good, such as sleep, regular exercise, and balancing time on and offline.

Can say something that makes them special and unique, what they are good at or proud of, and how this helps them feel good about themselves.

Can suggest ways to manage when finding something difficult.

Can identify external body parts, how people's bodies and needs change as they grow from young to old.

Can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.

Can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun.

Can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.

Can describe how to follow simple hygiene and dental health routines.

Can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.

Can say how to get help in emergency situations and follow instructions to keep safe.

## **Relationships**

Can say who loves and cares for them, what it means to be a family and that families are all different.

Can name different types of relationships, for example, family, friendship, online.

Can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.

Can say how they are the same and different to other people, and how to treat themselves and other people with respect

Can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.

Can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.

Can talk about things that matter to them and say how to play and work with others.

Can say when it is important to ask for permission and how to ask for, give, or not give permission.

Can say what privacy means, and which body parts are private.

Can recognise when a secret should not be kept but told to a trusted adult.

Can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries.

Can recognise that some people behave differently online and say some simple ways to keep online communication safe.

Can say who to tell if a relationship, or the actions of someone they don't know, has made them feel uncomfortable, upset, or unsafe.

## **Rights and Responsibilities**

Can give some examples of rules in school or at home and say why they are important.

Can say some ways to care for the plants, animals, and people around us and why this is important.

Can identify some similarities and differences between people in their school and community.

Can give some examples of groups they and other people belong to and the roles and responsibilities in these different groups.

## Asking for Help

Knows what a secret is, knows what a surprise is and can tell someone if they are asked to keep something a secret that makes them feel uncomfortable, worried, or afraid.