



RSHE statements for assessment, recording, reporting: KS2

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

Listens to and show respect for the views of others.

Identifies positive ways to face new challenges.

Knows the importance of valuing myself.

Sees their mistakes, make amends and set personal goals.

Explain how their actions have consequences for themselves and others.

Health and Wellbeing

Can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.

Has a wide vocabulary to describe different emotions in them and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss

Can recognise the link between physical and mental health and describe strategies that promote mental health for themselves or others.

Can explain the importance of balancing time online with other activities for physical and mental wellbeing.

Can identify things that make them who they are, that they are proud of and recognise how building personal strengths contribute to self-worth.

Can suggest ways to manage setbacks and unhelpful thinking.

Can identify external genitalia and internal reproductive organs and describe how and why bodies change as they grow, including during puberty and suggest strategies to manage these.

Can explain how babies are conceived and born as part of the human life cycle.

Can describe ways to prepare for and manage transitions positively between important stages in life or school.

Can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules, and restrictions to keep children safe, and how to use risk assessment skills to make safe choices.

Can suggest ways of reducing and managing risk at home, online, on the road and elsewhere.

Can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.

Can demonstrate and give reasons for hygiene routines and explain the importance of following them regularly.

Can recognise signs that they or someone else may need help with their physical health or mental wellbeing.

Can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if they or someone they know is at risk.

Can explain or demonstrate how to respond in emergency situations, including basic first aid skills.

Relationships

Can explain how families are different and identify features of positive family life.

Can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.

Can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic, and sexual attraction with people of different or the same sex.

Can recognise the importance of getting help if they feel lonely or excluded and can describe how to help others to feel included.

Can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.

Can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.

Can express and discuss their views on topical issues and listen respectfully to others.

Can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.

Can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.

Can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.

Can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.

Can recognise when it is right to break a confidence or share a secret, and who to tell.

Can describe how online communication is different from face-to-face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.

Can explain when, where and how to get help or support if worried about relationships of any sort.

Rights and Responsibilities

Can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.

Can explain benefits of having diversity in our community and ways to promote inclusion in our school and community.

Can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.

Asking for Help

Can recognise when they may need help to manage a situation and has developed the skills to ask for help.