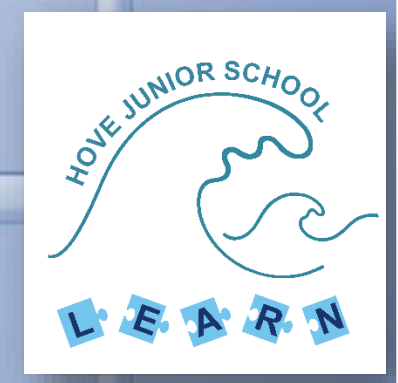




PSHE Progression Ladder

WEST HOVE
INFANT SCHOOL
.....
A family of friends



	Year R (Self-Regulation (SR), Managing Self (MS) and Building Relationships (BR))		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
Key Skill 1: Identity, Self-awareness, resilience and Managing feelings	By the end of Reception, children:		As PSHE is a newly statutory subject, there is currently no statutory assessment correlated to the subject. However, the below key strands and objectives have been taken from the B&HCC PSHE team, suggesting age-appropriate learning for infant stage By the end of Year 2, children:		LKS2 Key Skills: I am able to use a range of strategies to calm myself when I am feeling angry or upset. I can listen to feedback and act on it. By the end of Year 4, children:		UKS2 Key Skills: I can manage strong emotions and practise some healthy coping strategies. I know positive ways to cope with changes, including managing setbacks and stress. By the end of Year 6, children:	
	On-going Children select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (MS)	On-going Children can express their feelings and consider the feelings of others. (SR)	<i>Children know some ways to calm themselves down and relax</i> <i>Children can recognise and name their feelings</i>	<i>Children know some ways to calm themselves down and relax</i>	Autumn 1 New beginnings Children can welcome and value others Democracy Children are developing their understanding of what a democracy is – school council Global Citizenship Learning about being a global citizen Just Right	Autumn 1 New beginnings I know my rights and responsibilities in school. I can cope with new situations Democracy Children are developing their understanding of what a democracy is – school council Global Citizenship Refugee education Just Right	Autumn 1 New beginnings Children understand how to learn well together and to compromise. Children have strategies to cope with uncomfortable feelings. Democracy Children understand the rule of law and school council Global Citizenship Anti-Racism Just Right	Autumn 1 New beginnings Children understand responsibilities in school; managing anxiety and stress and calming down strategies. Democracy Children understand the rule of law and school council Global Citizenship Anti-Racism Just Right
	Autumn 1 Children are developing their sense of responsibility and membership of a community (SR)	Spring 1 & 2 Children see themselves as a valuable individual (MS) ELG: Children can set and work towards simple goals, is able to wait for what they want and control their immediate impulses when appropriate (ELG-SR)	<i>Children can discuss similarities and differences between themselves and peers (Aut1)</i> <i>Children know that they are unique and can discuss what makes them special (Aut1)</i> <i>Children can recognise and respect differences between themselves and people in their community who have different faiths/beliefs/cultural heritage (Spr 2)</i>	<i>I can identify many different types of family and tell you what they might have in common (Spr)</i> <i>I am able to recognise that some groups of people are not treated equally and I know some ways to challenge this safely (Spr)</i>	Autumn 2 Getting on and falling out (SEAL) I can recognise my triggers, how my body responds to anger, calming down strategies and win win solutions.	Autumn 2 Getting on and falling out (SEAL) Not losing your cool- I can regulate my emotions and group work skills	Autumn 2 Getting on and falling out (SEAL) <u>Recognising and resolving conflict</u> I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict.	Autumn 2 Getting on and falling out (SEAL) <u>Recognising and resolving conflict</u> I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. I know that it is important in a conflict situation to talk about what someone has done or said, not the
	Autumn 2 Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (SR)	Autumn 2 onwards Children are able to identify and moderate their own feelings socially and emotionally (SR) ELG: Children show an understanding of their own feelings and those of others, and are beginning to	<i>Children know how to recognise and name their feelings</i>	<i>Children can talk about ways to calm themselves down when they are feeling angry or upset and how to relax. (Au1)</i>	Summer 2 Going for goals Taking responsibility for own behaviour and learning, setting a goal and planning how to achieve it. RSE I can identify & suggest ways to cope with my range	Summer 2 Going for goals Identifying barriers, setting goals to overcome barriers, giving and accepting advice RSE I can identify and suggest ways to cope with my range of	Summer 2 RSE/SEAL Relationships: Managing changes at puberty/ embarrassment I can identify and suggest ways to cope with my range of feelings as I grow and change	Summer 2 RSE/SEAL Relationships: Managing changes at puberty/ embarrassment I can identify and manage my feelings of embarrassment

		regulate their behaviour accordingly (SR)			of feelings as I grow and change I can tell you how I feel as I grown and change I can tell you how I can help myself feel better if I'm feeling down I can identify and manage my feelings of embarrassment.	feelings as I grow and change I can identify and manage my feelings of embarrassment	I can identify and manage my feelings of embarrassment I can suggest ways to manage the mood swings associated with puberty Changes & Moving Forward Common responses to change, feeling insecure and unconfident, recognising our 'sore spots'	I can identify and suggest ways to cope with my range of feelings as I grow and change I can suggest ways to manage the mood swings associated with puberty I can tell you how I can help myself feel better if I'm feeling down I can tell you how images in the media can make me feel about my body SEAL: Changes/Moving on Topic: Managing transition to secondary
On-going Children increasingly follow rules, understanding why they are important (MS) Children do not always need an adult to remind them of a rule (MS)	ELG: Children can explain the reasons for rules, knows right from wrong and tries to behave accordingly (MS)	<i>Children can remember our community rules and why it is important to follow them (Au1)</i>	<i>Children can talk about why we have rules and why it is important to follow them (Au1)</i>					
On-going Children are showing more confidence in new social situations (BR)	Autumn 2 Children show resilience and perseverance in the face of challenge (MS) ELG: Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge (SR)	<i>Children know what persevering means (Spr1)</i> <i>Children can set themselves a goal and achieve it (Spr1)</i>	<i>Children can talk about the things they are good at, and the things they find more difficult (Au1)</i>					
Autumn 1-onwards Children are increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly (MS)	On-going Children manage their own needs. • Personal hygiene (MS)							
Spring 1 Children are able to make healthy choices about food, drink, activity and tooth-brushing (MS)	Spring 1 Children know and can talk about the different factors that support their overall health and wellbeing; regular physical activity (MS)	<i>Children know what moderation means and why it important for my diet (Aut2)</i>	<i>Children can talk about what makes a healthy food choice (Su2)</i> <i>Children can talk about how physical activity helps us to stay healthy (Su2)</i>					
	Spring 1 Children know and can talk about the different factors that support their overall							

		health and wellbeing; sensible amounts of 'screen time'(MS)						
	Spring 1 Children know and can talk about the different factors that support their overall health and wellbeing; having a good sleep routine (MS)			<i>I can talk about what a habit is and how to create healthy habits (Su2)</i> <i>I can talk about why sleep is important and different ways to relax (Su2)</i>				
	Spring 1 <i>Children know and can use skills that contribute to good well-being and mental health</i>		<i>I know ways to stay well and who to approach if I am feeling unwell (Aut2)</i> <i>I can talk about ways I have changed</i> <i>I can talk about my feelings around change</i> <i>I know ways I can care for my body (Sum2)</i>					
Vocabulary	Emotions: Happy, Angry, Sad, Excited Well-being: Brain, mind, body, healthy, everyday foods, sometimes foods, sleep, brushing, washing, poorly, medicine, injection, poorly/unwell Learning Characteristics: Independence, resilience, perseverance, cooperation, imagination, curiosity	Emotions: worried, excited, nervous, angry, same, different, emotion, loss, challenge, different Celebrations: food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, world, countries, special times	Friendships: Care, excluded, friend, difficult, problems, resolve Well-being: Healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines.	Emotions: angry, upset, calm, embarrassed Well-being: self, others, listening, calming strategies Learning Characteristics: Independence, resilience, perseverance, cooperation, creativity, curiosity		Emotions: confused, embarrassed, overwhelmed, loss, bereavement Well-being: manage strong emotions, noticing, self-regulation, calming strategies, positive ways to cope with changes/stress	Friendships: inclusion, upstander, communication, conflict, peaceful problem solving, compromise, cooperation	
Key Skill 2: Getting on with others - negotiation and consent	By the end of Reception, children:		By the end of Year 2, children:		LKS2 Key Skills: I can reach a compromise with a friend when we disagree. I know how to encourage and include everyone in my group. By the end of Year 4, children:		UKS2 Key Skills: I know how to use both verbal and non-verbal communication to resolve conflict (assertive rather than aggressive behaviour) I can reflect on my motivations and behaviour and the behaviour of others. By the end of Year 6, children:	
	On-going Children help to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (BR)	On-going (Also, Restorative Justice games in Spring 2) Children build constructive and respectful relationships (BR) ELG: Children give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (SR)	<i>-Children can say what attributes a good friend has (Aut2)</i> <i>-Children can be a good friend through both words and actions (Aut2)</i>	<i>Children can listen to a partner without interrupting as well as remembering and repeating something they have said (Au1)</i>	Autumn 2 Getting on and falling out (SEAL) I can recognise my triggers, how my body responds to anger, calming down strategies and win win solutions. On-going	Autumn 2 Getting on and falling out (SEAL) I can regulate my emotions and group work skills. Not losing your cool- On-going	Autumn 2 Getting on and falling out I can appreciate friendships and try not to demand too much. I can take responsibility and resolve conflicts peacefully. On-going	Autumn 2 Getting on and falling out Differences as a barrier and the skills of working together. I understand the link between feelings and behaviour, I know my triggers and how to calm myself down On-going
	On-going (Also, Restorative Justice games in Spring 2) Children talk with others to solve conflicts (SR)	On-going (Also, Restorative Justice games in Spring 2) Children think about the perspectives of others (BR)	<i>Children know how to encourage and include everyone in their group</i> <i>Children know how to be an upstander if they</i>	<i>Children can empathize and reach a compromise with a friend when they disagree (Au1)</i>	Summer 2 RSE I can recognise what constitutes a positive, healthy relationship	Summer 2 RSE I can recognise what constitutes a positive, healthy relationship	Summer 2 RSE	<i>Summer 2 RSE</i>

	Children are developing appropriate ways of being assertive (SR)	ELG: Children show sensitivity to their own and to others' needs. (BR)	<i>see something unfair happening to my peers (Spr2)</i>		I can grow positive and healthy relationships I can tell when a friendship does not feel healthy	I can grow positive and healthy relationships	I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships	I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships both face to face and online
	On-going Children are becoming more outgoing with unfamiliar people, in the safe context of their setting (BR)	ELG: Children form positive attachments to adults and friendships with peers. (BR)						
	On-going Children play with one or more other children, extending and elaborating play ideas (BR)	ELG: Children work and play cooperatively and take turns with others (BR)						
	Autumn 2 Children are beginning to understand how others might be feeling (BR)							
Vocabulary	Community: friend, friendly, kind, falling out, mean, rude, unkind, argument, compromise, talking, problems, emotions, feelings	Safety: feelings, help, private, uncomfortable, safe, unsafe, permission Positive relationships: school, kind, feelings, respect, polite, rules, sharing	Safety: online, bullying, feelings, differences, secrets, uncomfortable, worried. Positive relationships: classmates, friends, common, differences, groups, situations, discussions, reasons		Community: friendly, cooperation, compromise, collaboration, take turns		Safety: feelings, help, private, uncomfortable, safe, unsafe, permission, Positive relationships: compromise, challenge respectfully	Positive relationships: assertive rather than aggressive behaviour, verbal and non-verbal communication
Key Skill 3: Risk management - staying safe	By the end of EYFS:		By the end of Year 2, children:		LKS2 Key Skills: I know what to say if I start to feel unsafe I know some safe ways to say no By the end of Year 4, children: •		UKS2 Key Skills: I recognise that I need to follow certain rules to safe online and can explain what these are. I know ways of resisting unwanted physical contact By the end of Year 6, children: •	
		Autumn 2 & Summer 1 (School Trips) Summer 1 Children know and can talk about the different factors that support their overall health and wellbeing; being a safe pedestrian (MS)		<i>Children can show/tell you how to cross roads safely (Au2)</i> <i>Children can recognise risks and hazards in their home (Au2)</i>	Autumn 2 Online Safety (taught through Computing) <i>I can ask for help if I see something online that upsets or worries me</i>	Autumn 2 Online Safety (taught through Computing)	Autumn 2 Online Safety (taught through Computing)	Autumn 2 Online Safety (taught through Computing)
		Summer 1 <i>Children know and can talk about the different factors that support their overall health and wellbeing; being safe in the sun and the water</i>		<i>Children can talk about how to stay safe in the sun (Su2)</i>	Spring 2 Drugs & Alcohol Education - B&H PSHE Team Keeping Healthy & safe- Safety and risk in everyday medicines and drugs	Spring 2 Drugs & Alcohol Education - B&H PSHE Team Keeping Healthy & safe- Safety and risk in everyday medicines and drugs	Spring 2 Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Alcohol education & the influence of the media	Spring 2 Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Legal & illegal drugs, peer pressure and getting help
		Summer 1 <i>Children know the name for their private parts and why they are private</i>	<i>Children know and can say the names for their genitalia (Sum1)</i>	Children can name their body parts and explain why some body parts are private (Su2)	Summer 1 Protective Behaviours - Feeling Good Feeling Safe I can identify when I get my early warning signs, but it is a fun to feel scared or risking on purpose situation	Summer 1 Protective Behaviours - Feeling Good Feeling Safe I know about the United Nations Convention (UN) on the Rights of the Child and	Summer 1 Protective Behaviours - Feeling Good Feeling Safe I understand that words can hurt other people's feelings.	Summer 1 Protective Behaviours - Feeling Good Feeling Safe I know that showing respect for each other's identity help us to all feel safe

					<p>I know that it is sometimes important to take a risk on purpose to help me learn new things or get help</p> <p>I can give an example of when I have responded positively to my early warning signs</p> <p>I understand the difference between safe and unsafe touches</p> <p>I know that no one has the right to touch us in a way that feels unsafe not even someone in our family</p> <p>I can use Stop, Think, Go to help me know what my options are if I start to feel unsafe</p> <p>I know what characteristics someone who can help me has</p> <p>I can tell you a time when I have asked for help in school</p> <p>I know where to get help outside of school</p>	<p>how these help children to be safe.</p> <p>I know what feeling safe means for me.</p> <p>I know where my safe places are.</p> <p>I know that with all rights comes responsibilities.</p> <p>What are protective behaviours?</p> <p>How do we know when we feel unsafe?</p> <p>What is a dare?</p> <p>What can we do if we feel unsafe?</p> <p>I can understand the difference between safe and unsafe secrets and when to tell</p> <p>I understand the difference between treats, bribes and threats and how to keep myself safe</p> <p>I understand that talking will help me cope with my worries</p> <p>I know that my safety network can help</p> <p>I know that it is important to review the people who are on my helping hand and to know who else I can talk to in an emergency</p>	<p>I understand how my behaviour and language can have an impact on others.</p> <p>I know how to step in and make a safety stop to keep myself safe.</p> <p>I know what protective behaviours are</p> <p>I know what the safety scale is</p> <p>I know how the difference between a fun to feel scared and a risking on purpose activity</p> <p>I understand the importance of choice, control and time limit in making safer choices</p> <p>I know what abuse is</p> <p>I know how might some children be hurt by some adults</p> <p>I can tell you some of the ways in which a child can get help if they are being hurt</p> <p>I can say what the characteristics of a good friendship or network person are</p> <p>I know how to get help if I feel unsafe with people</p> <p>I can ask for help more than once if I need it</p>	<p>I know that there are safe ways to challenge stereotypes</p> <p>I know what protective behaviours are</p> <p>I can tell you about the the safety scale</p> <p>I can explain what early warning signs are and why people get them</p> <p>I know why we need to sometimes risk on purpose</p> <p>I know what the difference between safe and unsafe touch</p> <p>I know I need to ask and receive permission (consent) for some types of touch</p> <p>I know when physical contact is unwanted.</p> <p>I know ways of resisting unwanted physical contact.</p> <p>I can tell you ways that I can stay feeling good and safe in my local community</p> <p>I know who the people are in my safety network</p>
		<p>Summer 1 Children know what their Early Warning Signs are in unsafe situations</p>	<p>Children can name and describe their Early Warning Signs (Sum1)</p>	<p>Children know when it is fun to feel scared and when they feel unsafe I know some safe ways to say no (Su2)</p>	<p>Summer 2 RSE I can name my personal and private body parts</p>	<p>Summer 2 RSE I can name my personal and private body parts</p>	<p>Summer 2 RSE I can name my personal and private body parts</p>	<p>Summer 2 RSE I can tell when a friendship does not feel healthy I can name my personal and private body parts I can tell you what to do if you see something that is upsetting or shocking online</p>

								I can tell you what is safe to share on line I can tell you how find information about growing up safely online
		Spring 1 <i>Children know how to stay safe online</i>		<i>Children know when it is fun to feel scared and when they feel unsafe (Su2)</i> <i>I can ask for help if I see something online that upsets or worries me (Au2)</i>				
Vocabulary	Safety: Safe, unsafe, secret, surprise, trust, worried, private, pedestrian, sun, water, Humans: Family, same, different, boy, girl, babies, birth, body parts, vulva, penis, testicles, growing, changing.	Safety: Real, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety Health: Medicine, healthy, pharmacy, doctor, safety, asthma, instructions. Humans: Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vulva, penis, testicles, growing, changing.	Safety: Emergency, safe, responsible. Rules, unsafe, hazards, road safety, fire safety, danger. Health: Medicine, healthy, pharmacy, doctor, safety, asthma, instructions. Humans: Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vulva, vagina, penis, testicles, anus, growing, changing.	Safety: Safe, unsafe, risk, early warning signs, personal, private, trust, worried, good touch, bad touch, safety, bribes, threats, trusted adults (helping hands), stop think go (saying no safely), peer pressure Private Personal Parts for Y2/3: vulva, vagina, clitoris, penis, testicles, anus, breasts growing, changing, puberty Drugs & Alcohol Education (DATE): healthy, unhealthy, safety, risk, medicine, drugs, tobacco	Safety: safety, bribes, threats, trusted adults (helping hands), resist, peer pressure safely, online safety rules, unwanted physical contact, abuse, embarrassment, body image Private Personal Parts for Y4/5/6: vulva, vagina, clitoris, uterus/womb, penis, testicles, anus, breasts growing, changing, puberty Drugs & Alcohol Education (DATE): alcohol, influence, media, legal, illegal, peer pressure			
	By the end of EYFS, children:		By the end of Year 2, children:	LKS2 Key Skills: I can ask for help if I see something online that upsets or worries me. I can recognise that different people can help me with different worries By the end of Year 4, children: •	UKS2 Key Skills: I can tell you a range of support services for children and young people at school, in my community and nationally. I know how to get help if I feel unsafe on -line I recognise when I am feeling anxious or stressed and know where to go for support By the end of Year 6, children: •			
Key Skill 4: Getting help		Summer 1 <i>Children know who to ask for help if they have a worry</i>	<i>Children can name their trusted adults that they speak to if they are worried or scared (Sum1)</i>	<i>I know who the different people are who can help me if I have a worry (Au2)</i> <i>I can recognise that different people can help me with different worries</i>	Ongoing Internet safety <i>Children know who to ask for help if they have a worry</i> <i>Children know who to tell if they find something unsafe online</i>	Ongoing Internet safety <i>Children know who to ask for help if they have a worry</i> <i>Children know who to tell if they find something unsafe online</i>	Ongoing Internet safety Autumn 1 New beginnings Children understand how to learn well together and to compromise. Children have strategies to cope with uncomfortable feelings. Autumn 2 Anti-bullying Spring 2 Drugs &Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Alcohol education & the influence of the media	Ongoing Internet safety Autumn 1 New beginnings Children understand responsibilities in school; managing anxiety and stress and calming down strategies. Just Right Autumn 2 Anti-bullying Spring 2 Drugs &Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Legal & illegal drugs, peer pressure and getting help

		<p>Spring 1 Children know who to tell if they find something unsafe online</p>		<p><i>I know who to go to get help if I see teasing or bullying behaviour (Au2)</i></p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	
Vocabulary	<p>Help: worry, adult, trust, secret, surprise, online, internet, digital, devices, safety, online</p>	<p>Help: Real, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety</p>	<p>Help: Real, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety</p>	<p>Help: worry, trusted adult, online, internet, digital, devices, safety, online</p>	<p>Help: range, support services, local community, nationally, report, recognise when anxious or stressed</p>				
Key skill 5: Media messages - understanding and challenging/critical thinking	<p>By the end of Reception, children:</p> <ul style="list-style-type: none"> • 		<p>By the end of Year 2, children:</p> <ul style="list-style-type: none"> • 		<p>LKS2 Key Skills: I can identify many different types of family and tell you what they might have in common.</p> <p>I am able to recognise that some groups of people are not treated equally and I know some ways to challenge this safely.</p> <p>By the end of Year 4, children:</p> <ul style="list-style-type: none"> • 		<p>UKS2 Key Skills: I can recognise the influence that the media and advertising have over the choices I could make I am able to recognise stereotyped viewpoints in the press or being expressed by a person, including racist and sexist use of language I can recognise prejudice and discrimination and challenge this safely</p> <p>By the end of Year 6, children:</p> <ul style="list-style-type: none"> • 		
			<p><i>I can give examples of stereotyped views of girls and boys and explain why they are not always true (Aut2)</i></p>	<p><i>I know ways to make people feel welcome (Spr)</i></p>	<p>Ongoing: Family Diversity</p> <p>Spring 1 Disability Equality Education: Nothing About Me Without Me</p> <p>Summer 2 RSE I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely</p>	<p>Ongoing: Family Diversity</p> <p>Spring 1 Disability Equality Education: Nothing About Me Without Me</p> <p>Summer 2 RSE I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely</p>	<p>Autumn 1 Global Citizenship/ Racism Gender: Like a Girl Unfolding Identities</p> <p>Spring 1 LGBT Equality education Islamophobia Refugee Education</p> <p>Summer 2 RSE I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely</p>	<p>Autumn 1 Global Citizenship/ Racism Gender: Like a Girl Unfolding Identities</p> <p>Spring 1 LGBT Equality education Islamophobia Refugee Education</p> <p>Summer 2 RSE I recognise the influence that the media and advertising have over the images of people's bodies I can think critically about images of people's bodies in the media I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour</p>	

								I recognise prejudice and discrimination and challenge this safely
				<i>I can give examples of stereotyped views of girls and boys and explain why they are not always true (Spr)</i>				
Vocabulary				Community: Respect, responsible, rules, rights, stereotype, special, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative, internet, purpose, value, content, recognise	Community: families, same, different, common, equality, inequality, challenge, safely,			Community: stereotype, viewpoints, racist, sexist, influence, media, advertising, prejudice, discrimination, challenge, safely