

## PSHE Progression of Skills and Key Vocabulary - Relationships - Valuing Difference

**Pupils should be taught:**

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts  
 2. how to recognise and manage emotions within a range of relationships  
 3. how to recognise risky or negative relationships including all forms of bullying and abuse  
 4. how to respond to risky or negative relationships and ask for help  
 5. how to respect equality and diversity in relationships.

Valuing Difference - KS1			
Year Group	Year R	Year 1	Year 2
<b>Valuing Difference</b>	To be able to understand difference - Boys - Girls - Young - Old - Skin colour	To be able to share their opinions on things that matter to them - <b>Listen to others</b> - <b>Participate in discussion</b> - <b>Constructive feedback</b>  To identify and respect the differences and similarities between people - <b>Equality</b> - <b>Basic differences</b> - <b>Things in common</b>	To be able to share their opinions on things that matter to them - <b>Listen to others</b> - <b>Participate in discussion</b> - <b>Constructive feedback</b>  To learn about the importance of respect for difference and similarities - <b>Equality</b> - <b>Basic differences</b> - <b>Things in common</b>
<b>Specific Vocab</b>	Boy, girl, old, young black, white	people, similarities, differences	people, similarities, differences
<b>National Curriculum End of Key Stage Aims</b>	<b>EYFS</b>	<b>Key Stage 1 - Valuing Difference</b>	
	<i>UW: PC 40-60m</i> They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class  R7. to offer constructive support and feedback to others  R8. to identify and respect the differences and similarities between people	R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class  R7. to offer constructive support and feedback to others  R8. to identify and respect the differences and similarities between people

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Valuing Difference - KS2				
Year group	Year 3	Year 4	Year 5	Year 6
<b>Valuing Difference</b>	<p>To learn how to listen and respectfully respond to a wide range of people</p> <ul style="list-style-type: none"> <li>- <b>Sharing points of view</b></li> <li>- <b>Sensitivity</b></li> <li>- <b>agreements/disagreements</b></li> </ul> <p>To understand similarities and difference but understand everyone is equal</p> <ul style="list-style-type: none"> <li>- <b>Culture</b></li> <li>- <b>Religion</b></li> <li>- <b>Equality act 2010</b></li> </ul> <p>To recognise bullying and how to respond and ask for help</p> <ul style="list-style-type: none"> <li>- <b>Discrimination</b></li> <li>- <b>Witnessing bullying</b></li> <li>- <b>Teasing</b></li> </ul> <p>To recognise and challenge stereotypes</p> <ul style="list-style-type: none"> <li>- <b>Gender</b></li> <li>- <b>Religion</b></li> <li>- <b>Issues surrounding stereotypes</b></li> </ul>	<p>To learn how to listen and respectfully respond to a wide range of people</p> <ul style="list-style-type: none"> <li>- <b>Sharing points of view</b></li> <li>- <b>Sensitivity</b></li> <li>- <b>agreements/disagreements</b></li> </ul> <p>To understand similarities and difference but understand everyone is equal</p> <ul style="list-style-type: none"> <li>- <b>Culture</b></li> <li>- <b>Religion</b></li> <li>- <b>Equality act 2010</b></li> </ul> <p>To recognise bullying and how to respond and ask for help</p> <ul style="list-style-type: none"> <li>- <b>Discrimination</b></li> <li>- <b>Witnessing bullying</b></li> <li>- <b>Teasing</b></li> </ul> <p>To recognise and challenge stereotypes</p> <ul style="list-style-type: none"> <li>- <b>Gender</b></li> <li>- <b>Religion</b></li> </ul>	<p>To learn to respectfully listen to others and raise concerns and challenge points of view when necessary</p> <ul style="list-style-type: none"> <li>- <b>Communication</b></li> <li>- <b>Respect</b></li> <li>- <b>Challenge</b></li> </ul> <p>To learn about the factors that make people the same or different</p> <ul style="list-style-type: none"> <li>- <b>Stereotypes</b></li> <li>- <b>Correct terminology</b></li> </ul>	<p>To listen and respond respectfully to a wide range of people</p> <ul style="list-style-type: none"> <li>- <b>Challenge viewpoints</b></li> <li>- <b>Raise concerns</b></li> <li>- <b>Mutual respect</b></li> </ul> <p>To recognise that difference and similarities arise from a number of factors</p> <ul style="list-style-type: none"> <li>- <b>Culture</b></li> <li>- <b>Family</b></li> <li>- <b>Religion</b></li> </ul> <p>To realise the nature and consequence of discrimination, teasing and bullying</p> <ul style="list-style-type: none"> <li>- <b>Aggressive behaviour</b></li> <li>- <b>Actions</b></li> </ul>
<b>Specific Vocab</b>	people, identity, similarities, differences, equality, discrimination, bullying, viewpoints, opinions, respect, listening, stereotypes	people, identity, similarities, differences, equality, discrimination, bullying, viewpoints, opinions, respect, listening, stereotypes	listening, viewpoints, opinions, respect, people, equality, identity, stereotypes, discrimination, bullying, aggressive behaviour	listening, viewpoints, opinions, respect, people, equality, identity, stereotypes, discrimination, bullying, aggressive behaviour
<b>National Curriculum End of Key Stage Aims - KS2</b>				
	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

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	<p>necessary constructively challenge others' points of view</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p> <p>R16. to recognise and challenge stereotypes</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>view</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p> <p>R16. to recognise and challenge stereotypes</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>view</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p>	<p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p>
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