



Grove Lea Primary R.S.E Progression Skill Grid

Autumn 1 Being in my world

	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>
	Feeling special and safe <ul style="list-style-type: none"> • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter • I can explain why my class is a happy and safe place to learn. • I can give different examples where I or others make my class happy and safe. 	Hopes and fears for the year <ul style="list-style-type: none"> • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings • I can explain why my behaviour can impact on other people in my class. • I can compare my own and my friends' choices and can express why some choices are better than others. 	Setting personal goals Self-identity and worth <ul style="list-style-type: none"> • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives • I can explain how my behaviour can affect how others feel and behave • I can explain why it is important to have rules and how that helps me and others in my class learn. • I can explain why it is important to feel valued. 	Being part of a class team <ul style="list-style-type: none"> • Being a school citizen Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice What motivates behaviour • I can explain why being listened to and listening to others is important in my school community. • I can explain why being democratic is important and can help me and others feel valued. 	Planning the forthcoming year Being a citizen <ul style="list-style-type: none"> • Rights and responsibilities • Rewards and consequences How behaviour affects groups • Democracy, having a voice, • Participating • I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. • I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	Identifying goals for the year <ul style="list-style-type: none"> • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling • I can explain how my choices can have an impact on people in my immediate community and globally. • I can empathise with others in my community and globally and explain how this can influence the choices I make.



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Autumn 1 Being in my world

	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Tier 3 Vocabulary	Rights Responsibilities Rewards Consequences Class charter.	Hope Fear Value Fair Learning environment. Impact Express	Self-identity Self-worth Positive Negative perspective	Democracy Citizen Rights Motivation	Actions Community Wider community	Anti-social behaviour Empathise. Influence.