

Ramsey Manor Lower School Skills Progression Document – PSHE, P4C and RE



	EYFS	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4
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Relationships	<i>Pupils will be taught:</i> Making Relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other needs and feelings, and form positive relationships with adults and other children. Managing Feelings and Behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and the consequences, and know that some behaviour is unacceptable. They work as part of a group or a class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	<i>Pupils will be taught:</i> Families and close positive relationships R2. to identify the people who love and care for them and what they do to help them feel cared for R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy Managing hurtful behaviour and bullying R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult Safer relationships	<i>Pupils will be taught:</i> Families and close positive relationships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy Managing hurtful behaviour and bullying R10. that bodies and feelings can be hurt by words and	<i>Pupils will be taught:</i> Families and close positive relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Friendships R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking	<i>Pupils will be taught:</i> Families and close positive relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Friendships R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to
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		R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard Respecting self and others R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively.	actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult Safer relationships R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only	support if feeling lonely or excluded R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Managing hurtful behaviour and bullying R19 about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right	online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Managing hurtful behaviour and bullying R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21 about discrimination: what it means and how to challenge it
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			happysurprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard Respecting self and others R25. how to talk about and share their opinions on things that matter to them	to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Respecting self and others R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Respecting self and others R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond
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					respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with
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<i>Pupils will be taught:</i> Health and Self-Care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Self – Confidence and Self-Awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	<i>Pupils will be taught:</i> Healthy lifestyles H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading Mental health H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better Ourselves growing and changing	<i>Pupils will be taught:</i> H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy Mental Health H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is	<i>Pupils will be taught:</i> Healthy lifestyles H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health Mental health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings	<i>Pupils will be taught:</i> Healthy lifestyles H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat	<i>Pupils will be taught:</i> Healthy lifestyles H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat
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		H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H27. about preparing to move to a new class/year group Keeping safe H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)	important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better Ourselves growing and changing H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group Keeping safe H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming	appropriately and proportionately in different situations Ourselves growing and changing H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Keeping safe H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health Mental health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H24 problem solving strategies for dealing with emotions, challenges and
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			pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) Drugs alcohol and tobacco H37. about things that people can put into their body or on their skin; how these can affect how people feel		change including the transition to new schools. Ourselves growing and changing H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene Keeping safe H41. strategies for keeping
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					safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
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Living in the Wider World	People and Communities Children talk about events in their own lives and the lives of family members. 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. The World Children talk about events in their own lives and the lives of family members. 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.	Shared responsibilities L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment Communities L4. about the different groups they belong to L6. to recognise the ways, they are the same as, and different to, other people Economic wellbeing: Money L10. what money is; forms that money comes in; that money comes from different sources L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want Economic wellbeing: Aspirations, work and career L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do	Shared responsibilities L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment Communities L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people Media literacy and digital resilience L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true Economic wellbeing: Money L10. what money is; forms that money comes in; that money comes from different sources	Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Communities L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community Media literacy and digital resilience L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L15. recognise things appropriate	Core Theme: Living in the Wider World Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Communities L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions
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			L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this Economic wellbeing: Aspirations, work and career L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	to share and things that should not be shared on social media; rules surrounding distribution of images Economic wellbeing: Money L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' Economic wellbeing: Aspirations, work and career L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	which discriminate against others; ways of responding to it if witnessed or experienced Media literacy and digital resilience L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images Economic wellbeing: Money L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants Economic wellbeing: Aspirations work and career L25. to recognise positive things about themselves and
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					their achievements; set goals to help achieve personal outcomes
E-Safety		R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

Philosophy for Children (P4C)	Pupils can set and follow ground rules for P4C. Pupils have experienced some P4C thinking skills activities. Some collaborative behaviours have been explained and are being practised Pupils are encouraged to listen to each other and take turns to speak. Pupils can respond to a simple stimulus. Pupils can ask questions about the stimulus.	Pupils can frame open questions or make appropriate statements which, with help, can lead to open questions. Pupils can recognise that reasons are important. Pupils can recognise a simple connection. Pupils have been introduced to big ideas/concepts Pupils have been introduced to the idea of self-evaluation, for example, they can say how well they or the class have listened or contributed.	Pupils are supported in developing, agreeing and applying simple 4C ground rules about listening, thinking and talking together. Pupils demonstrate emerging language of philosophical enquiry, for example: I agree/disagree... I think because... This connects to...because... Pupils can ask open questions with philosophical potential or can make appropriate statements which, with help, can turn into a more philosophical question and lead to the discussion of key concepts. Pupils are able to give reasons. Pupils can make simple connections and relate points raised to their own experience. Pupils can make simple distinctions. Pupils recognise that examples can help with understanding. Pupils are beginning to build on each other's ideas. Pupils can recognise and have started to talk about big ideas/concepts in their discussions. Pupils review the class enquiry and their own participation against simple 4C ground rules.	Pupils are familiar with the 4C thinking model, contributing to and reviewing class ground rules regularly. Pupils engage in activities to develop P4C skills. Pupils increasingly recognise or use the language of philosophical enquiry. Pupils increasingly recognise and/or model caring and collaborative behaviour. Pupils are increasingly confident in identifying and asking open philosophical questions where concepts are becoming more evident. Pupils are engaging and exploring their understanding of concepts. Pupils are able to give reasons to support a view. They can connect their own ideas and experiences with those of others. Pupils are able to use an example or evidence to support or challenge a view. Pupils can identify concepts and linking concepts in their discussions. Pupils are able to recognise different perspectives in an argument.	Pupils can set and revise their own P4C focus for development. Pupils can demonstrate and/or exemplify behaviours, skills and attitudes related to the 4Cs. Pupils use the language of philosophical enquiry and caring and collaborative behaviour within and beyond P4C sessions. Pupils demonstrate respectful agreement and disagreement. Pupils are increasingly confident in formulating coherent philosophical questions (common, central, contestable and connecting). Pupils are involved in the discussion of concepts and questions relevant to real life, using the language of philosophical enquiry. Most pupils can use strong reasons in relevant and meaningful ways. Most pupils can reflect philosophically about their own experiences. Some pupils can identify assumptions. Some pupils can respectfully challenge the reasons given by others.
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					Pupils are able to develop their understanding of concepts in the Community of Enquiry and in other areas of their learning. Pupils recognise the distinction between having a confrontational argument and constructing an argument for discussion in a reasonable way. Pupils' reason-giving, reasoning and meaning-making are visible in other areas of learning. Pupils are able to reflect and evaluate, as individuals and as a whole group, on the progress of their thinking and the process of enquiry against the behaviour, skills and attitudes of the 4Cs. There is some evidence of pupils being able to transfer their P4C skills in other areas of their learning.
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