



Sunnybrow Primary School RSE and PSHE:

Coverage of RSE curriculum within the whole-school PSHE LTP

RSE Objective	Where can aspects of the objective/the full objective be found in the PSHE curriculum?
<p>Families and people who care for me</p>	
<p>That families are important for children growing up because they can give love, security and stability</p>	<p>YR: Cycle A Spring 1 :Me and my relationships - To identify their special people, what makes them special and how special people should care for one another -To recognise similarities and differences between themselves and others, and among families, communities and traditions and respect those differences and know that other children’s families also characterised by love and care</p> <p>Y1/2: Cycle A Spring 1: Me and my relationships -To identify the special people we can trust, who supports us and who we can ask for help</p> <p>Cycle B Spring 1: Me and my relationships -To understand that families are important for children growing up because they can give love, security and stability. -To understand that stable, caring relationships, which may be different types are at the heart of happy families, and are important for children’s security as they grow up</p> <p>Y3/4: Cycle B Spring 1: Me and my relationships -To recognise what constitutes a positive, healthy relationship, including the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives)</p>
<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p>	<p>YR: Cycle A Spring 1: Me and my relationships - To identify their special people, what makes them special and how special people should care for one another</p> <p>Y1/2: Cycle B Spring 1: Me and my relationships -To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties -To understand that stable, caring relationships, which may be different types are at the heart of happy families, and are important for children’s security as they grow up</p>

	<p>Y3/4 Cycle B Spring 1: Me and my relationships -To recognise what constitutes a positive, healthy relationship, including the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives)</p> <p>Y5/6 Cycle B Spring 1: Me and my relationships -To recognise practical steps they can take in a range of contexts to improve or support respectful relationships</p>
<p>That others' families either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p>	<p>YR: Cycle A Spring 1 :Me and my relationships - To identify their special people, what makes them special and how special people should care for one another -To recognise similarities and differences between themselves and others, and among families, communities and traditions and respect those differences and know that other children's families also characterised by love and care</p> <p>Y1/2: Cycle B Spring 1: Me and my relationships -To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties -To understand that stable, caring relationships, which may be different types are at the heart of happy families, and are important for children's security as they grow up</p> <p>Y3/4 Cycle A Spring 1: Me and my relationships To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability -To use language related to racism, stereotypes, equalities, homophobia and diversity</p> <p>Cycle B -To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage, understanding that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong -To recognise what constitutes a positive, healthy relationship, including the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives)</p>
<p>That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up</p>	<p>YR: Cycle A Spring 1: Me and my relationships - To identify their special people, what makes them special and how special people should care for one another -To understand how important friendships are in making us feel happy and secure, and how people choose and make friendships -To recognise similarities and differences between themselves and others, and among families, communities and traditions and respect those differences and know that other children's families also characterised by love and care</p> <p>Y1/2: Cycle B Spring 1: Me and my relationships</p>

	<p>-To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>-To understand that stable, caring relationships, which may be different types are at the heart of happy families, and are important for children’s security as they grow up</p> <p>Y3/4: Cycle B Spring 1: Me and my relationships</p> <p>-To recognise what constitutes a positive, healthy relationship, including the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives)</p>
<p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p>	<p>YR: Cycle A Spring 1 :Me and my relationships</p> <p>- To identify their special people, what makes them special and how special people should care for one another</p> <p>-To recognise similarities and differences between themselves and others, and among families, communities and traditions and respect those differences and know that other children’s families also characterised by love and care</p> <p>Y3/4: Cycle B Spring 1: Me and my relationships</p> <p>-To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage, understanding that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p>
<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>YR: Cycle A Autumn 2: Me and my actions</p> <p>-To recognise how their behaviour affects other people</p> <p>To understand that other children don’t always enjoy the same things, and are sensitive to this.</p> <p>Cycle A Spring 1: Me and my relationships</p> <p>-To understand how important friendships are in making us feel happy and secure, and how people choose and make friendships</p> <p>Y1/2: Cycle A Spring 1: Me and my relationships:</p> <p>-To identify the special people we can trust, who supports us and who we can ask for help</p> <p>Cycle B Summer 1 : Me and my safety</p> <p>-To recognise the difference between secrets and surprises and knowing which secrets we should tell.</p> <p>Y3/4: Cycle A Autumn 2: Me and my actions</p> <p>-To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>Cycle A Summer 1: Me and my safety</p> <p>-To learn about strategies for keeping physically and emotionally safe, including how to respond safely and appropriately to adults they may encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so</p> <p>-To recognise when and how to ask for help, to keep trying until they are heard and use the basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong</p>

	<p>-To understand the concept of 'privacy' and 'keeping something confidential or secret', when we should or should not agree to this and when it is right to break a confidence or share a secret</p> <p>Y5/6: Cycle A Summer 1: Me and my safety -To understand the importance of permission-seeking and giving in relationships with friends, peers and adults -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Cycle B Spring 1: Me and my relationships -To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable -To recognise practical steps they can take in a range of contexts to improve or support respectful relationships (including how to recognise if family relationships are making them feel unhappy or unsafe)</p>
Caring friendships	
<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p>	<p>YR: Cycle A/B Spring 1: Me and my relationships -To understand how important friendships are in making us feel happy and secure, and how people choose and make friendships</p> <p>Y1/2: Cycle B Spring 1: Me and my relationships -To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Y3/4: Cycle B Spring 1: Me and my relationships -To recognise what constitutes a positive, healthy relationship, including the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives)</p> <p>Cycle B Summer 1: Me and my safety Understand what sort of boundaries are appropriate in friendships with peers- and others</p> <p>Y5/6: Cycle B Spring 1: Me and my relationships -To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable</p>
<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interest and experiences and support with problems and difficulties</p>	<p>Y1/2: Cycle B Spring 1: Me and my relationships -To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Cycle A/B Autumn 2: Me and my actions -To understand that there are different types of teasing and bullying, that these are wrong and unacceptable -To develop skills to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Y3/4: Cycle B Spring term: Me and my relationships -To recognise what constitutes a positive, healthy relationship, including the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives)</p>

	<p>Y5/6: Cycle B Spring 1: Me and my relationships -To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable</p>
<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>	<p>YR: Cycle A/B Autumn 2: Me and my actions -To recognise how their behaviour affects other people To understand that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Cycle A/B Spring 1: Me and my relationships - To identify their special people, what makes them special and how special people should care for one another -To understand how important friendships are in making us feel happy and secure, and how people choose and make friendships</p> <p>Y1/2: Cycle A/B Autumn 2: Me and my actions -To understand that there are different types of teasing and bullying, that these are wrong and unacceptable -To develop skills to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Cycle B Spring 1: Me and my relationships -To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Y3/4: Cycle B Spring 1: Me and my relationships -To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded -To recognise what constitutes a positive, healthy relationship, including the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives)</p> <p>Y5/6: Cycle B Autumn 3: Me and my actions -To realise the nature of consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, and towards all minority groups (including LBGT and those suffering from poor mental health), and to respond to them and ask for help -To recognise what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
<p>That most friendships have their ups and downs, and that these can often be worked through so the friendship is repaired or even strengthened, and that resorting to violence is never right</p>	<p>YR: Cycle A/B Autumn 2: Me and my actions -To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) -To recognise how their behaviour affects other people To understand that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Y1/2: Cycle A Spring 1: Me and my relationships -To develop skills related to tolerance and respect</p> <p>Y3/4: Cycle A/B Autumn 2: Me and my actions</p>

	<p>-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 their points of view</p> <p>-To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>-To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>Y5/6: Cycle A/b Autumn 2: Me and my actions To resolve differences by looking at alternatives, seeing and respecting 'others' points of view, making decisions and explaining choices</p> <p>-To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves, including how to seek advice and help from others, if needed</p> <p>Cycle A Spring 1: Me and my relationships</p> <p>-To recognise practical steps they can take in a range of contexts to improve or support respectful relationships</p>
<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p>YR: Cycle A/B Spring 1: Me and my relationships</p> <p>- To identify their special people, what makes them special and how special people should care for one another</p> <p>Y1/2: Cycle A Spring 1: Me and my relationships</p> <p>-To identify the special people we can trust, who supports us and who we can ask for help</p> <p>Y1/2: Cycle B Summer 1: Me and my safety</p> <p>-To understand that each person's body belongs to them and judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>-To recognise the difference between secrets and surprises and knowing which secrets we should tell.</p> <p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Y3/4: Cycle A Summer 1: Me and my safety</p> <p>-To learn about strategies for keeping physically and emotionally safe, including how to respond safely and appropriately to adults they may encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so, road safety, safety in the environment (water safety) and safety online</p> <p>-To recognise when and how to ask for help, to keep trying until they are heard and use the basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong</p> <p>Cycle B Summer 1: Me and my safety</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media and understand what sort of boundaries are appropriate in friendships with peers and others</p> <p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Y5/6: Cycle A/B Spring 1: Me and my relationships</p>

	<ul style="list-style-type: none"> -To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable -To recognise practical steps they can take in a range of contexts to improve or support respectful relationships
Respectful relationships	
<p>The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs</p>	<p>YR: Cycle A/B Spring 1: Me and my relationships</p> <ul style="list-style-type: none"> -To recognise similarities and differences between themselves and others, and among families, communities and traditions and respect those differences and know that other children’s families also characterised by love and care <p>Y1/2: Cycle A Spring 1: Me and my relationships</p> <ul style="list-style-type: none"> -To identify and respect the difference and similarities between people, recognising that we are all unique -To develop skills related to tolerance and respect <p>Y3/4: Cycle A Autumn 2: Me and my actions</p> <ul style="list-style-type: none"> -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 <p style="text-align: center;">Cycle A Spring 1: Me and my relationships</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability</p> <ul style="list-style-type: none"> -To use language related to racism, stereotypes, equalities, homophobia and diversity <p style="text-align: center;">Cycle A Summer 2: Me and my community</p> <ul style="list-style-type: none"> -To develop a sense of community, the different communities we belong to and the different communities that make up our country <p>Y5/6: Cycle A Summer 2: Me and my community</p> <ul style="list-style-type: none"> -To understand what being part of a community really means and understand the varied institutions that support communities locally and nationally such as voluntary, community and pressure groups, especially in relation to health and wellbeing -To think about the lives of people living in other places, and people with different values and customs -To appreciate the range of national, regional and ethnic identities in the UK <p style="text-align: center;">Cycle B Autumn 2: Me and my actions</p> <ul style="list-style-type: none"> -To understand that in school and in wider society they can expect to be treated with respect by others and that in turn they should 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 their points of view -To realise the nature of consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, and towards all minority groups (including LGBT and those suffering from poor mental health), and to respond to them and ask for help -To recognise what a stereotype is, and how stereotypes can be unfair, negative or destructive
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>YR: Cycle A/B Autumn 2: Me and my actions</p> <ul style="list-style-type: none"> -To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) -To recognise how their behaviour affects other people <p>To understand that other children don’t always enjoy the same things, and are sensitive to this.</p>

	<p>Y1/2 Cycle A/B Autumn 2: Me and my actions - To recognise that choices, have good and not so good consequences -To understand that there are different types of teasing and bullying, that these are wrong and unacceptable -To develop skills to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Y3/4: Cycle A Autumn 2: Me and my actions -To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves -To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>Y5/6: Cycle A Autumn 2: Me and my actions To resolve differences by looking at alternatives, seeing and respecting 'others' points of view, making decisions and explaining choices -To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves, including how to seek advice and help from others, if needed</p> <p>Cycle A/B Spring 1: Me and my relationships -To recognise practical steps they can take in a range of contexts to improve or support respectful relationships</p>
<p>The conventions of courtesy and manners</p>	<p>This runs throughout all aspects of school-life and is something that is part of the ethos of our school</p>
<p>The importance of self-respect and how this links to their own happiness</p>	<p>Y1/2: Cycle A Spring 1: Me and my relationships -To understand the importance of self-respect and how this links to their own happiness</p> <p>Y3/4: Cycle A Autumn 1: Me and my feelings -To understand the importance of self-respect and how this links to their own happiness</p> <p>Cycle A/B Summer 1: Me and my wellbeing -To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>
<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>	<p>YR: Cycle A/B Autumn 2: Me and my actions -To understand that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Cycle A/B Spring 1: Me and my relationships -To recognise similarities and differences between themselves and others, and among families, communities and traditions and respect those differences</p> <p>Y1/2: Cycle A Spring 1: Me and my relationships -To identify and respect the difference and similarities between people, recognising that we are all unique -To develop skills related to tolerance and respect</p>

	<p>Y3/4: Cycle A Autumn 2: Me and my actions -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 their points of view</p> <p>Cycle A Spring 1: Me and my relationships -To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability -To use language related to racism, stereotypes, equalities, homophobia and diversity</p> <p>Cycle A Summer 2: Me and my community -To develop a sense of community, the different communities we belong to and the different communities that make up our country</p> <p>Y5/6: Cycle A Summer 2: Me and my community -To understand what being part of a community really means and understand the varied institutions that support communities locally and nationally such as voluntary, community and pressure groups, especially in relation to health and wellbeing -To think about the lives of people living in other places, and people with different values and customs To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority -To appreciate the range of national, regional and ethnic identities in the UK</p> <p>Cycle B Autumn 2: Me and my actions -To understand that in school and in wider society they can expect to be treated with respect by others and that in turn they should 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 their points of view -To realise the nature of consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, and towards all minority groups (including LGBT and those suffering from poor mental health), and to respond to them and ask for help -To recognise what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
<p>About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help</p>	<p>YR: Cycle A/B Autumn 2: Me and my actions -To recognise how their behaviour affects other people</p> <p>Y1/2: Cycle A/B Autumn 2: Me and my actions - To recognise that choices, have good and not so good consequences -To understand that there are different types of teasing and bullying, that these are wrong and unacceptable -To develop skills to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Cycle A Summer 1: Me and my safety -To learn about some of the ways we can keep safe on the internet, using medicines, in water, on the road and with strangers</p> <p>Y3/4: Cycle A Summer 1: Me and my safety -To learn about strategies for keeping physically and emotionally safe, including how to respond safely and appropriately to adults they may encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so, road safety, safety in the environment (water safety) and safety online -To recognise when and how to ask for help, to keep trying until they are heard and use the basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong</p> <p>Cycle B Summer 1: Me and my safety -To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media and understand what sort of boundaries are appropriate in friendships with peers and others</p>

	<p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Y5/6: Cycle A Summer 1: Me and my safety -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Cycle B Autumn 2: Me and my actions -To realise the nature of consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, and towards all minority groups (including LGBT and those suffering from poor mental health), and to respond to them and ask for help</p>
<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<p>Y3/4: Cycle A Spring 1: Me and my relationships -To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability -To use language related to racism, stereotypes, equalities, homophobia and diversity</p> <p>Y5/6: Cycle B Autumn 2: Me and my actions -To understand that in school and in wider society they can expect to be treated with respect by others and that in turn they should 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 their points of view -To realise the nature of consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, and towards all minority groups (including LGBT and those suffering from poor mental health), and to respond to them and ask for help -To recognise what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
<p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>Y5/6: Cycle A Summer 1: Me and my safety -To understand the importance of permission-seeking and giving in relationships with friends, peers and adults -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Cycle B Spring 1: Me and my relationships -To understand the importance of permission-seeking and giving in relationships with friends, peers and adults -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
<p>Online relationships</p>	
<p>That people sometimes behave differently online, including by pretending to be someone they are not</p>	<p>YR: Cycle A/B Summer 1: Me and my safety -To explore some ways to keep safe online, including recognising that people might pretend to be someone they are not</p> <p>Y1/2: Cycle A/B Summer 1: Me and my safety -To understand that sometimes people behave differently online, including by pretending to be someone they are not</p>
<p>That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous</p>	<p>Y1/2: Cycle A/B Autumn 2: Me and my actions -To understand that there are different types of teasing and bullying, that these are wrong and unacceptable, including being unkind to others online</p> <p>Y3/4: Cycle A Spring 1: Me and my relationships</p>

	<p>-To understand that the same principles apply to on-line relationships as to face-to-face relationships, including the importance of respects for others even when we are anonymous</p> <p>Cycle B Summer 1: Me and my safety</p> <p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Y5/6: Cycle A/B Spring 1: Me and my relationships</p> <p>-To understand that the same principles apply to on-line relationships as to face-to-face relationships, including the importance of respects for others even when we are anonymous</p>
<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>YR: Cycle A/B Summer 1: Me and my safety</p> <p>-To explore some ways to keep safe online, including recognising that people might pretend to be someone they are not</p> <p>Y1/2: Cycle A Summer 1: Me and my safety</p> <p>-To learn about some of the ways we can keep safe on the internet, using medicines, in water, on the road and with strangers</p> <p>Cycle B Summer 1: Me and my safety</p> <p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Y3/4: Cycle A Summer 1: Me and my safety</p> <p>-To learn about strategies for keeping physically and emotionally safe, including how to respond safely and appropriately to adults they may encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so, road safety, safety in the environment (water safety) and online safety (including the rules and principles for keeping safe online, how to recognise risks, harmful content and how to report them)</p> <p>Cycle B Summer 1: Me and my safety</p> <p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>	<p>Y5/6: Cycle A/B Spring 1: Me and my relationships</p> <p>-To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>
<p>How data and information is shared and used online</p>	<p>Addressed in the Computing Curriculum</p>

Being safe	
<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	<p>YR: Cycle A/B Autumn 2: Me and my actions -To recognise how their behaviour affects other people To understand that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Cycle A/B Spring 1: Me and my relationships -To understand how important friendships are in making us feel happy and secure, and how people choose and make friendships</p> <p>Y5/6: Cycle A Spring 1: Me and my relationships -To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable -To recognise practical steps they can take in a range of contexts to improve or support respectful relationships</p>
<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p>	<p>Y1/2: Cycle B Summer 1: Me and my safety -To understand that each person's body belongs to them and judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) -To recognise the difference between secrets and surprises and knowing which secrets we should tell. -To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context))</p> <p>Y3/4: Cycle A Summer 1: Me and my safety -To learn about strategies for keeping physically and emotionally safe, including how to respond safely and appropriately to adults they may encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so, road safety, safety in the environment (water safety) and online safety (including the rules and principles for keeping safe online, how to recognise risks, harmful content and how to report them) -To recognise when and how to ask for help, to keep trying until they are heard and use the basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong -To understand the concept of 'privacy' and 'keeping something confidential or secret', when we should or should not agree to this and when it is right to break a confidence or share a secret</p> <p>Cycle B Summer 1: Me and my safety -To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media and understand what sort of boundaries are appropriate in friendships with peers and others -To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context))</p> <p>Y5/6: Cycle A Summer 1: Me and my safety -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>

<p>That each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact</p>	<p>YR: Cycle A/B Summer 1: Me and my safety -To develop an understanding about growing and changing and the new responsibilities that increasing independence may bring</p> <p>Y1/2: Cycle B Summer 1: Me and my safety -To understand that each person's body belongs to them and judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) -To recognise the difference between secrets and surprises and knowing which secrets we should tell. -To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Y3/4 Cycle A Summer 1: Me and my safety -To learn about strategies for keeping physically and emotionally safe, including how to respond safely and appropriately to adults they may encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so, road safety, safety in the environment (water safety) and online safety (including the rules and principles for keeping safe online, how to recognise risks, harmful content and how to report them) -To recognise when and how to ask for help, to keep trying until they are heard and use the basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong</p> <p>Cycle B Summer 1: Me and my safety -To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media and understand what sort of boundaries are appropriate in friendships with peers and others -To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Y5/6 Cycle A Summer 1: Me and my safety -To understand the importance of permission-seeking and giving in relationships with friends, peers and adults -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Cycle B Summer 1: Me and my safety -To understand that each person's body belongs to them, and the difference between appropriate, inappropriate or unsafe physical, and other, contact</p>
<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p>	<p>YR: Cycle A/B Summer 1: Me and my safety -To develop an understanding of some ways we can keep safe (including road safety and stranger danger) and people who can help us</p> <p>Y1/2: Cycle A Summer 1: Me and my safety -To learn about some of the ways we can keep safe on the internet, using medicines, in water, on the road and with strangers -To understand that sometimes people behave differently online, including by pretending to be someone they are not</p> <p>Y3/4: Cycle A Summer 1: Me and my safety -To learn about strategies for keeping physically and emotionally safe, including how to respond safely and appropriately to adults they may encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so, road safety, safety in the environment (water safety) and online safety (including the rules and principles for keeping safe online, how to recognise risks, harmful content and how to report them)</p> <p>Cycle B Summer 1: Me and my safety</p>

	<p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' ((including in a digital context) and understanding stranger danger)</p> <p>Y5/6: Cycle B Spring 1: Me and my relationships</p> <p>-To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>
<p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice</p>	<p>YR: Cycle A Spring 2: Me and my wellbeing</p> <p>-To know the correct terms for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls</p> <p>Cycle A Summer 1: Me and my safety</p> <p>-To develop an understanding about growing and changing and the new responsibilities that increasing independence may bring</p> <p>-To explore some ways to keep safe online, including recognising that people might pretend to be someone they are not</p> <p>-To develop an understanding of some ways we can keep safe (including road safety and stranger danger) and people who can help us</p> <p>Y1/2: Cycle A Summer 1: Me and my safety</p> <p>-To learn about some of the ways we can keep safe on the internet, using medicines, in water, on the road and with strangers</p> <p>-To understand how to recognise and report feelings of feeling unsafe or bad about an adult and the vocabulary to do so</p> <p>Cycle B Summer 1: Me and my safety</p> <p>-To understand that each person's body belongs to them and judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>-To recognise the difference between secrets and surprises and knowing which secrets we should tell.</p> <p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Y3/4: Cycle A Summer 1: Me and my safety</p> <p>-To learn about strategies for keeping physically and emotionally safe, including how to respond safely and appropriately to adults they may encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so, road safety, safety in the environment (water safety) and online safety (including the rules and principles for keeping safe online, how to recognise risks, harmful content and how to report them)</p> <p>-To recognise when and how to ask for help, to keep trying until they are heard and use the basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong</p> <p>Cycle B Summer 1: Me and my safety</p> <p>-To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media and understand what sort of boundaries are appropriate in friendships with peers and others</p> <p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' ((including in a digital context) and understanding stranger danger)</p> <p>-Where to get advice</p> <p>Y5/6: Cycle A Summer 1: Me and my safety</p> <p>-To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>-Where to get advice</p>

Cycle B Summer 1: Me and my safety

- To understand how to recognise and report feelings of feeling unsafe or bad about an adult and the vocabulary to do so
- Where to get advice