


RELATIONSHIPS EDUCATION PROGRESSION OVERVIEW




By the end of the Primary Curriculum, children will understand:

<u>Families and people who care for me</u>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • 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. • 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. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<u>Caring friendships</u>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
<u>Respectful relationships</u>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
<u>Online Relationships</u>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
<u>Being Safe</u>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.



FAMILIES AND PEOPLE WHO CARE FOR ME

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
  VALUES RESPONSIBILITY RESPECT EMPATHY	<p>To know what a family is and who is in my family.</p> <p>To know that families are important because they provide and look after me.</p> <p>To know that all families are different.</p> <p>To be able to explain ways that my family make me feel happy.</p> <p>To know that my actions and words can affect how other people feel.</p>	<p>To be able to explain why families are important.</p> <p>To know that families look after each other including other family members.</p> <p>To know that my family provide love, care and make me feel secure.</p> <p>To know that families can make me feel happy and sad for different reasons.</p> <p>To know that families in my school and in the wider world can look different.</p> <p>To know that marriage is a formal and legal commitment of two people which is intended to be lifelong.</p>	<p>To know that families are important for children growing up because they can give love, security and stability.</p> <p>To know that families look after and protect each other.</p> <p>To know that families can have disagreements which can be resolved.</p> <p>To know that all families can look different and we must respect our differences.</p>	<p>To know the characteristics of a healthy family life including commitment to each other and the importance of spending time together and sharing each other's lives.</p> <p>To know that all families can look different but are based around love and care.</p> <p>To know that caring relationships are at the heart of happy families and are important to our security as we grow up.</p> <p>To be able to recognise if family relationships are making me feel unhappy or unsafe and who to go to if I am worried.</p>	<p>To know the characteristics of healthy family life including protecting children and other family members in times of difficulty.</p> <p>To know that all families can look different from their own family but we should respect those differences.</p> <p>To know that stable and caring relationships, which may be of different types, are at the heart of happy families and are important to children's security as they grow up.</p>	<p>To know that all families are centred around love and care, regardless to what families look like.</p> <p>To know that whilst growing up, there can be conflicts within families that can be resolved and ultimately, family is based on love and care.</p> <p>To know that marriage is a formal and legal commitment between two people which is supposed to be lifelong. (Focus on civil partnerships to build on from previous objective in Year One)</p>	<p>To be able to express and accept that all families are different and built upon the same principles.</p> <p>To be able to recognise if family relationships are making me feel unhappy or unsafe and how to get help if I need it.</p>
VOCABULARY	Myself, Family, Happy, Differences.	Family, Secure, Friend, Feelings, Emotions, Caring, Boundaries, Friendships, Problem, Mutual respect, Respectful, Stereotypes, Gender, Equal.	Family, Emotions, Love, Different, Respect, Feelings, Manners, Friendship, Bullying, Resilience, Loss, Change.	Family, Caring, Stereotype, Conflict, Respectful, Friendship, Communicate, Empathy, Open questions, Protected characteristics, Race, Age, Respect, Empathy, Sympathy, Differences.	Respect, Accepting, Manners, Trust, Acts of kindness, Boundaries, Bullying, Bystander, Stereotype, Gender, Discriminate, Disability, Differences, Bereavement, Grief	Friendships, Support, Conflict, Resolve, Marriage, Wedding, Commitment, Self-respect, Conform, Diverse families, Bullying, Protected characteristics, Discrimination.	Respect, Authority, Gender, stereotype, Racial stereotype, Seeking permission, Attitudes (unfair, negative, destructive), Challenging behaviour, Conflict, Resolve Trusted adult, Grief, Grieving, Emotions.



CARING FRIENDSHIPS

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
   VALUES RESPONSIBILITY RESPECT EMPATHY POSITIVITY RESILIENCE	<p>To know what a friend is and to name my friends.</p> <p>To learn how to make friends and what makes a good friend.</p> <p>To know that friends make us feel happy.</p>	<p>To know that friendships make me feel happy and secure.</p> <p>To be able to explain characteristics of a good friend.</p> <p>To know that it is normal for friendships to have ups and downs.</p>	<p>To know that people choose friends based on their similar interests and personalities.</p> <p>To know that friendships can give us a sense of belonging.</p> <p>To know that positive friendships make us feel better about ourselves.</p> <p>To know that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired.</p>	<p>To know that people choose friends and that it is ok to not have strong friendships with everyone.</p> <p>To know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</p> <p>To understand the meaning of trust and begin to recognise friendships that are trustworthy.</p> <p>To know that most friendships have ups and downs, which can be resolved and this can even strengthen a friendship.</p> <p>To know that resolving issues within a friendship can sometimes require support from an adult.</p>	<p>To know that friendships are based on mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences.</p> <p>To know strategies for resolving conflict within a friendship.</p> <p>To recognise who you can trust and who you cannot trust. Exploring what trust is and how a friendship supports this.</p> <p>To be able to recognise when a friendship is making me feel unhappy on a regular basis and know who I can talk to if in this situation.</p>	<p>To know what makes a strong friendship and that friendships are based on supporting each other with problems and difficulties.</p> <p>To know strategies for resolving friendship issues and that this requires a calm approach.</p> <p>To know how to judge when a friendship is making you feel unhappy or uncomfortable and to seek support from a trusted adult.</p>	<p>To accept that people choose who to be friends with and know strategies for making new friends in new environments.</p> <p>To know that resorting to violence to resolve a friendship conflict is never the correct strategy and to be able to explain effective strategies for resolving conflicts.</p> <p>To know how to judge when a friendship is making you feel unhappy or uncomfortable and to seek support from a trusted adult.</p>
VOCABULARY	Friends, Friendships, behaviour.	Friend, Feelings, Emotions, Caring, Boundaries, Friendships, Problem, Mutual respect, Respectful, Stereotypes, Gender, Equal	Family, Emotions, Love, Different, Respect, Feelings Manners, Friendship, Bullying, Resilience, Loss, Change	Conflict, Respectful Friendship, Bullying, Communicate, Trust Empathy, Open questions, Solve, Protected characteristics, Race, Age, Stereotype, Respect, Empathy, Sympathy, Differences.	Respect, Accepting, Manners, Trust, Acts of kindness, Boundaries, Bullying, Bystander, Stereotype, Gender, Discriminate, Disability Differences, Bereavement Grief.	Friendships, Support, Conflict, Resolve, Marriage, Wedding, Commitment, Self-respect, Conform, Diverse families, Bullying, Protected characteristics, Discrimination.	Respect, Authority, Gender, stereotype, Racial stereotype, Seeking permission, Attitudes (unfair, negative, destructive), Challenging behaviour, Conflict, Resolve Trusted adult, Grief, Grieving , Emotions.


RESPECTFUL RELATIONSHIPS

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
  VALUES RESPONSIBILITY RESPECT EMPATHY POSITIVITY RESILIENCE	<p>To know what it means to be respectful to others.</p> <p>To know that it is important to say please and thank you.</p> <p>To be able to feel proud of myself and celebrate my achievements.</p> <p>To know that my actions and words can affect how other people feel.</p> <p>To know to speak to an adult if someone regularly hurts my feelings.</p>	<p>To be able to understand what a relationship is.</p> <p>To be able to explain the meaning of respect and what a respectful relationship is.</p> <p>To understand what courtesy and manners are and how they can be respectful.</p> <p>To understand the importance of having confidence and pride.</p> <p>To know what bullying is and who to tell if I am concerned about this.</p>	<p>To know the importance of respecting others, even when they are very different from us.</p> <p>To know what I can do to improve the relationships I have including talking about my feelings and discussing my opinion in a respectful manner.</p> <p>To identify the importance of self-belief and being proud of your actions and words.</p> <p>To know what bullying is and how to recognise bullying.</p>	<p>To know that it is important to respect others regardless of their background, character, personality, physical appearance or make choices to have different beliefs.</p> <p>To understand that there are different types of relationships. For example relationships with peers, family members, teachers etc.</p> <p>To know how to improve respectful relationships in a range of contexts. E.g. spending time with others, getting to know others, offering support and listening.</p> <p>To understand what self-respect is and how it makes me feel.</p> <p>To know what actions to take if I believe someone, or I, am being bullied.</p>	<p>To know that it is important to respect others regardless of their background, character, personality, physical appearance or make choices to have different preferences or beliefs.</p> <p>To understand how to show self-respect and how this can have a positive impact on the way I feel.</p> <p>To know what right and wrong behaviour is and what to do if I am concerned by another person's behaviour.</p> <p>To know what a stereotype is and explore this concept.</p> <p>To recognise that we should ask for permission before acting in a certain way. E.g. ask for permission before borrowing someone's belongings.</p> <p>To understand the impact of bullying and the responsibility of bystanders to help.</p> <p>To know that I must continue to ask for help until I feel better about a situation.</p> <p>To understand how I can report if I feel or someone else is being treated unfairly.</p> <p>To be able to explain who I can go to help, if I am worried about myself or someone else.</p> <p>To learn what disability and that disability is not always viable.</p> <p>To know not to discriminate against those with a disability and that we shouldn't make assumptions about what they can and cannot do.</p>	<p>To understand the importance of positive and respectful relationships and how they make me feel.</p> <p>To understand how to show self-respect and how this can affect my own happiness.</p> <p>To know that in school and in society I should expect to be treated with respect by others.</p> <p>To know what actions to take if I fear myself or someone else is being bullied.</p> <p>To know what a stereotype is and explain how they can be unfair and affect someone's feelings.</p> <p>To be able to recognise when I am not comfortable in a situation and do not wish to conform.</p>	<p>To know that it is important to respect others regardless of their background, race, character, personality, physical appearance or make choices to have different preferences or beliefs.</p> <p>To be able to explain what self-respect is and how to demonstrate this providing examples.</p> <p>To know that in school and in society, I should expect to be treated with respect by others, and that in turn should show due respect to others, including those in positions of authority.</p> <p>To be able to explain the importance or reporting concerns for other people's behaviour and to not ignore behaviour that I feel is wrong.</p> <p>To know what a stereotype is and explain how they can be unfair, negative or destructive.</p> <p>To understand the importance of seeking permission and giving permission in relationships with friends, peers and adults.</p> <p>To understand gender identity and that for some people gender identify does not correspond with their biological sex.</p>
VOCABULARY	Behaviour, actions.	Family, Secure, Friend, Feelings, Emotions, Caring, Boundaries, Friendships, Problem, Mutual respect, Respectful Stereotypes, Gender, Equal	Family, Emotions, Love, Different, Respect, Feelings Emotions, Manners, Friendship, Bullying, Resilience, Loss, Change	Conflict, Respectful Friendship, Communicate Empathy, Open questions Stereotyping, Gender, Trust, Communicate, Solve Protected characteristics, Race, Age, Stereotype, Respect, Empathy, Sympathy, Differences	Respect, Accepting, Manners, Trust, Acts of kindness, Boundaries, Bullying, Bystander, Stereotype, Gender, Discriminate, Disability Differences, Bereavement Grief.	Friendships, Support, Conflict, Resolve, Marriage, Wedding, Commitment, Self-respect, Conform, Diverse families, Bullying, Protected characteristics, Discrimination.	Gender Identity Personal Identity Self-respect Body image Identity Media Social media

ONLINE RELATIONSHIPS


	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
  VALUES RESPONSIBILITY RESPECT POSITIVITY	<p>To know to tell an adult immediately if someone tries to talk to you online.</p> <p>To know how to stay safe online.</p> <p>To know to seek an adult's permission to talk to a friend online.</p> <p>To know not to share personal information with anyone online.</p>	<p>To know not to talk to strangers online.</p> <p>To know to tell an adult immediately if someone makes me feel unhappy online.</p> <p>To know how to stay safe online.</p> <p>To know to seek an adult's permission to talk to a friend online.</p> <p>To know not to share personal information with anyone online.</p>	<p>To know that you should always be respectful to people online, just like face-to-face.</p> <p>To know how to stay safe online and recognise the risks.</p> <p>To know to seek an adult's permission to talk to a friend online.</p> <p>To know that is it not always clear who you are talking to online.</p> <p>To know not to share personal information with anyone online and that personal information can easily be shared unwillingly.</p> <p>To understand what to do if anything online is upsetting.</p>	<p>To know that the same principles apply to online relationships as to face-to-face relationships and to talk to an adult immediately if someone is making me feel unhappy online.</p> <p>To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.</p> <p>To know that is it not always clear who you are talking to online.</p> <p>To know not to share personal information with anyone online and that personal information can easily be shared and used unwillingly.</p> <p>To understand why certain apps and websites have a minimum age.</p>	<p>To know to always be respectful to others online, even when we are anonymous.</p> <p>To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.</p> <p>To know that is it not always clear who you are talking to online.</p> <p>To know not to share personal information with anyone online and that personal information can easily be shared and used unwillingly.</p> <p>To understand why people use the internet to communicate.</p> <p>To understand what appropriate communication and not.</p>	<p>To know that you cannot always be sure who someone is online and if you are concerned to tell an adult immediately.</p> <p>To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.</p> <p>To know not to share personal information and data with anyone online and that personal information can easily be shared and used unwillingly.</p>	<p>To know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.</p> <p>To know how to critically consider online friendships and sources of information as well as awareness of the risks associated with people they have never met.</p> <p>To know not to share personal information and data with anyone online and that personal information can easily be shared and used unwillingly.</p> <p>To have a positive self-image and understand that images in the media and online are not real.</p> <p>To understand how texts and images in the media and on social media, can be manipulated or evented; strategies to evaluate the reliability of sources and identify misinformation.</p>
VOCABULARY	Trusted adult, safety online,	Familiar adult, safe, Online safety, Pop up, Familiar adult, Community, Respect Roles, Permission, Privacy Roles, Unsafe, Online relationships, Be safe, Be sure, Be smart, Settings, Privacy, Online safety, Hazards, Accidents Medicine, Safe, Meeting, Accepting, Reliable, Tell.	Secrets, Surprises, Privacy Internet, Online safety, Communicating , Respect, Online relationship, Adult permission, Appropriate S - safe M - never meet A - accepting R - reliable T - tell Hedgehogs Road Safety Campaign, Pedestrian, Traffic	S - safe M - never meet A - accepting R - reliable T - tell Privacy, Boundaries, Risk, Online safety, Online relationships, Cyberbullying, Influence, Hedgehogs, Road Safety, Campaign, Rules, Age restriction, PEGI rating, Apps, Websites.	Ashma Casualty Emergency Services S - safe M - never meet A - accepting R - reliable T - tell Unfairly treated, Privacy, Secrecy, Permission, Being safe, Age restriction, Preparing, Planning, Routine, Internet, Communicate, Search engine, Consumer, Communicate, Respect, Anonymous.	S - safe M - never meet A - accepting R - reliable T - tell Privacy, Uncomfortable, Boundaries, Feelings, Being safe, Concern, Report, Familiar adult, First-aid, Emergency services, 999, Sun protection, Sun safety, Streaming, Digital content.	S - safe M - never meet A - accepting R - reliable T - tell Gambling, Email, Social networking, Critical, Digital consumer, Search engine, Online relationships, Face-to-face relationships, Pretending, Anonymous, Acceptable, Unacceptable. Privacy, Being safe, Boundaries, Friendships, Feelings, Concern, Report, Situation, Internet trolling Body image Identity Media Social media

BEING SAFE

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
 <p>VALUES RESPONSIBILITY RESPECT EMPATHY POSITIVITY</p>	<p>To understand that somethings need privacy E.g. when we go to the toilet at school, we close the door to give us privacy, wearing underwear etc. (NSPCC Pants Rule)</p> <p>To understand that your body belongs to you and what to do if any physical contact makes you feel uncomfortable.</p> <p>To be able to discuss adults they encounter and to know how to respond safely. E.g. a waitress.</p> <p>To know who I can ask for help if I feel unsafe or unsure about something, or if I am made to feel sad by an adult.</p>	<p>To understand that somethings need privacy E.g. when we go to the toilet at school, we close the door to give us privacy, wearing underwear etc and that we should respect each other's privacy. (NSPCC Pants Rule)</p> <p>To understand that friendships with peers and others have boundaries and explain what this means.</p> <p>To understand that your body belongs to you and the difference between what physical contact is ok and what to do if something makes you feel uncomfortable.</p> <p>To be able to discuss adults they encounter and to know how to respond safely. E.g. a waitress.</p> <p>To be able to explain who I can go to for help if I feel unsafe.</p> <p>To understand that there are people in the local community who help keep us safe, to know about the different roles and responsibilities that people have in the local community, e.g. Church and police.</p>	<p>To be able to understand what privacy is and how to respect this.</p> <p>To know that we shouldn't keep secrets if they are about feeling safe.</p> <p>To understand that friendships with peers and others have boundaries and how to respect this.</p> <p>To understand the difference between what physical contact is appropriate and what to do if any contact makes you feel uncomfortable.</p> <p>To know how to respond to adults they encounter who they do not know (including online) and to know what is appropriate.</p> <p>To be able to explain who I can go to for help if I am worried about myself or someone else.</p> <p>To know who I can talk to if I am worried about the way I am made to feel by an adult.</p> <p>To begin to understand the concept of privacy and the correct vocabulary for body parts. (NSPCC Pants Rule)</p> <p>To understand the differences between secrets and surprises.</p> <p>To know about the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets, if they are related to being safe.</p>	<p>To be able to understand what privacy is and how this can affect adults and children. (NSPCC Pants Rule)</p> <p>To understand that friendships with peers and others have boundaries and how to respect this.</p> <p>To understand how to recognise if physical contact is appropriate or inappropriate and makes you feel uncomfortable and what to do if you are in this situation.</p> <p>To know how to respond to adults they encounter who they do not know (including online) appropriately and safely and to be able to recognise when a situation is unsafe.</p> <p>To be able to explain who I can go to for help if I am worried about myself or someone else, or do not feel safe.</p> <p>To know who I can talk to if I am being made to feel upset or hurt by an adult.</p>	<p>To understand that as we get older, our privacy may become more important.</p> <p>To understand what sorts of boundaries are appropriate in friendships, with peers and others and provide examples of appropriate boundaries.</p> <p>To understand how to recognise if physical contact is appropriate or inappropriate and makes you feel uncomfortable and what to do if you are in this situation. (NSPCC Pants Rule)</p> <p>To know how to respond to adults they encounter who they do not know (including online) appropriately and safely and to be able to recognise when a situation is unsafe.</p> <p>To be able to explain who I can go to for help if I am worried about myself or someone else.</p> <p>To know that I must continue to ask for help until I feel better about a situation.</p> <p>To understand how I can report if I feel I, or someone else, is being treated unfairly.</p>	<p>To understand that adults and children both require privacy but it is not always right to keep secrets if they relate to being safe. (NSPCC Pants Rule)</p> <p>To understand that friendships require boundaries and to know who to talk to if something is making me feel uncomfortable.</p> <p>To understand how to recognise if physical contact is appropriate or inappropriate and makes you feel uncomfortable and what to do if you are in this situation.</p> <p>To know how to recognise and what to do if in a situation where you feel unsafe or feel bad about an adult.</p> <p>To be able to explain who I can go to for help if I am worried about myself or someone else.</p> <p>To know that I must continue to ask for help until I feel better about a situation or safe again.</p> <p>To know that there are different forms of abuse and how to report concerns of how I or someone else is being treated.</p> <p>To know that schools can provide help and advice.</p> <p>To be able to explain who I can speak to if I am worried about my physical or mental health.</p>	<p>To understand that adults and children both require privacy but it is not always right to keep secrets if they relate to being safe.</p> <p>To be able to explain that friendships require boundaries and to know who to talk to if something is making me feel uncomfortable.</p> <p>To understand how to recognise if physical contact is appropriate or inappropriate and makes you feel uncomfortable and what to do if you are in this situation.</p> <p>To know how to recognise and what to do if in a situation where you feel unsafe or feel bad about an adult.</p> <p>To know that I must continue to ask for help until my situation improves and I feel safe again.</p> <p>To know that there are different forms of abuse and how to report concerns of how I or someone else is being treated.</p> <p>To know that schools can provide help and advice.</p>
VOCABULARY	Privacy, uncomfortable, safe	Familiar adult, safe, Online safety, Pop up, Familiar adult, Community, Respect Roles, Permission, Privacy Roles, Unsafe, Online relationships, Be safe, Be sure, Be smart, Settings, Privacy, Online safety, Hazards, Accidents Medicine, Safe, Meeting, Accepting, Reliable, Tell.	Secrets, Surprises, Privacy Internet, Online safety, Communicating, Respect, Online relationship, Adult permission, Appropriate S - safe M - never meet A - accepting R - reliable T - tell Hedgehogs Road Safety Campaign, Pedestrian, Traffic	Injuries, Allergic, Anaphylaxis S - safe M - never meet A - accepting R - reliable T - tell Risk, Online safety, Online relationships, Hedgehogs, Road Safety, Campaign, Rules, Age restriction, PEGI rating, Apps, Websites	Ashma, Casualty, Emergency Services S - safe M - never meet A - accepting R - reliable T - tell Unfairly treated, Privacy, Secrecy, Permission, Being safe, Age restriction, Preparing, Planning, Routine, Internet, Communicate, Sleep Mood, Search engine, Consumer, Communicate,		

					Respect, Anonymous.		
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CHANGING ADOLESCENT BODY

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
 <p>VALUES RESPONSIBILITY RESPECT</p>		**To understand that somethings need privacy E.g. when we go to the toilet at school, we close the door to give us privacy, wearing underwear etc and that we should respect each other's privacy. (NSPCC Pants Rule)	**To begin to understand the concept of privacy and the correct vocab for body parts. (NSPCC Pants Rule)	**To be able to understand what privacy is and how this can affect adults and children. (NSPCC Pants Rule)	**To understand how to recognise if physical contact is appropriate or inappropriate and makes you feel uncomfortable and what to do if you are in this situation. (NSPCC Pants Rule) (Taken from safety)	To know the key facts about puberty and the changing adolescent body including physical and emotional changes. * Key Facts of Puberty: Happens at different times for everyone Heightened emotions Voice gets lower and deeper Hair growth Acne Sweat Development of genitals (female and male) Periods	To know about menstrual wellbeing including key facts about the menstrual cycle. Menstrual Cycle: Blood released from uterus out of vagina for a few days every month. Controlled by hormones Purpose is for pregnancy How to manage a period Stomach cramps and heightened emotions
VOCABULARY		Familiar adult, Safe, Community, Respect, Roles, Unsafe, Emergency, 999, Privacy, Respect, Hazards, Accidents, Medicine	Secrets, Surprises, Privacy, NSPCC, Pants rules, Respect, Appropriate Hedgehogs, Road Safety, Campaign, Hedgehogs Road Safety, Campaign, Pedestrian, Traffic	Injuries, Allergic, Anaphylaxis, Hedgehogs Road Safety, Campaign, Rules	Ashma Casualty Emergency Services Privacy Secrecy Permission Being safe Preparing Planning Routine Sleep Mood	Feelings Being safe	Menstrual cycle Hormones Periods