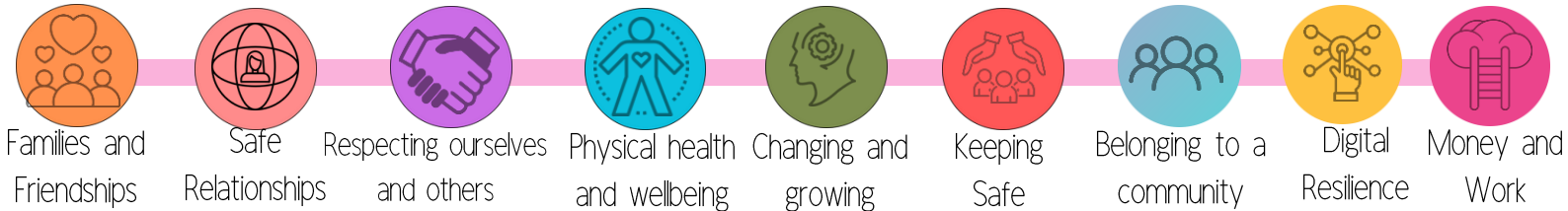


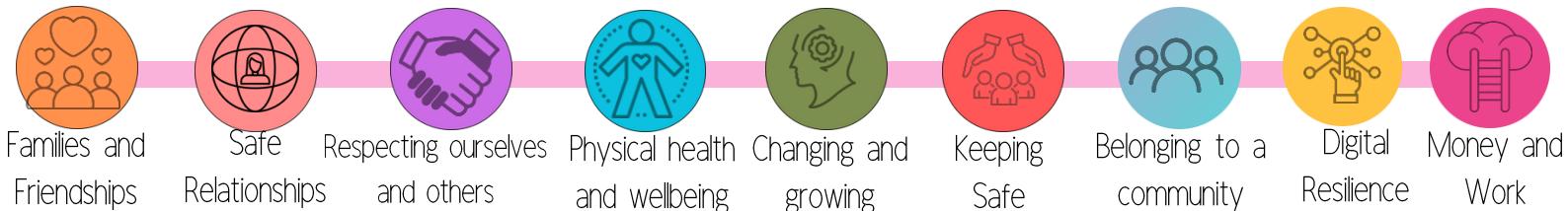
Year 1

Year 1						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Families and friendships Roles of different people Different family types Groups they belong to Feeling cared for	Can I share different types of families? I know that there are different types of families. I know some of the differences between family structures. (Single parents, same-sex parents, etc.) I know that families can have things in common. (What they enjoy and do together, types of care and love etc)	R3. about different types of families including those that may be different to their own R4. to identify common features of family life	Community Family Relationships Relations Worried Unhappy Scared Different Same Unique Interests Relatives	Safeguarding: Discrimination, protected characteristics British Values: Individual Liberty, Tolerance School Values: Respect, Equality	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.
		Can I say what makes my family? I know what a family is and what it means to be in a family. I know who might be in my family. I know how a family should care and love me. I know what my family do to show they love and care for me. I know about the importance of telling someone — and how to tell them — if I am worried about something in my family.	R2. to identify the people who love and care for them and what they do to help them feel cared for R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Friendships Love Affection Special Care Look after Guardian Siblings	Safeguarding: all areas British Values: Individual Liberty, Tolerance School Values: Respect, Equality	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.
		Can I name who is special to me and why? I know about people who care for me, e.g. parents, siblings, grandparents, relatives, friends, teachers. I know the role these different people play in my life and the different ways they should care for me.	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		Safeguarding: all areas British Values: Individual Liberty, Tolerance School Values: Respect, Equality	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.



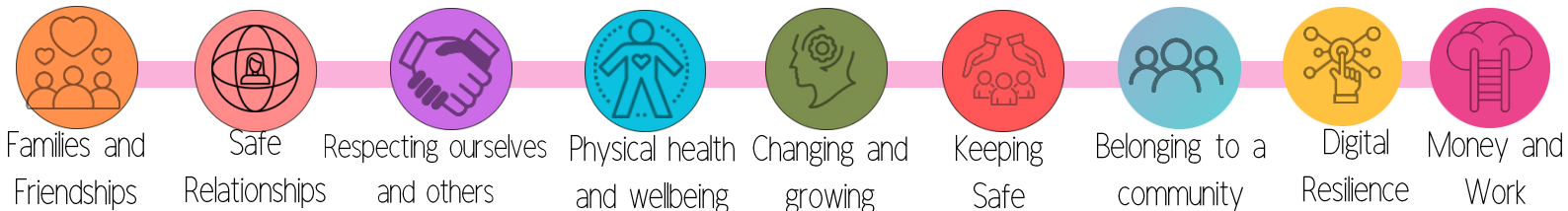
Year 2

Year 2						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Families and friendships Making positive friendships Managing loneliness Dealing with arguments Getting help	<p>Can I explain how to be a good friend? I know how a friend should behave. I know what someone looks like if they are being unfriendly. I know how to be a good friend, e.g. kindness, listening, honesty.</p>	R6. about how people make friends and what makes a good friendship	Friendship Quality/ qualities Trust Kindness Challenge Supportive Similarities Commonalities	<p>Safeguarding: Child on Child</p> <p>British Values: Individual Liberty, Tolerance</p> <p>School Values: Respect, Equality, Friendship</p>	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.
		<p>Can I explain how to make friends with others? I know why friends are important. I know about the different ways people meet to make friends. I know about strategies for positive play with friends (joining in with a game, including others) I know how to make friends with others.</p>	R9. how to ask for help if a friendship is making them feel unhappy	Positive interactions Conflict Falling out Respect Disagreements Compromise Lonely Loneliness	<p>Safeguarding: Child on Child, discrimination</p> <p>British Values: Individual Liberty, Tolerance</p> <p>School Values: Respect, Equality, Friendship</p>	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.
		<p>Can I explain how to resolve arguments between friends? I know what can cause arguments between friends. I know how friends can behave in an argument. I know how to positively resolve arguments that can occur in friendships. I know how to ask for help if a friendship is making me unhappy.</p>	R8. simple strategies to resolve arguments between friends positively	Isolated Disconnect	<p>Safeguarding: Child on Child, discrimination</p> <p>British Values: Individual Liberty, Tolerance</p> <p>School Values: Respect, Equality, Friendship</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>Can I explain how to ask for help if I feel lonely? I know what the word lonely means. I know that everyone can feel lonely at points in life. I know how to recognise if I feel lonely. I know that I can ask for help if I feel lonely. I know who to speak to if someone I know is feeling lonely.</p>	R7. about how to recognise when they or someone else feels lonely and what to do		<p>Safeguarding: Lonely, Being left alone</p> <p>School Values: Friendship, inspiration</p>	



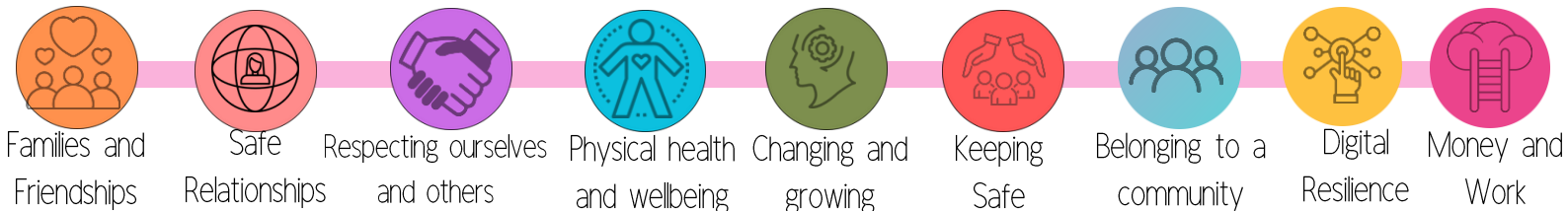
Year 3

Year 3						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Families and friendships What makes a family? Features of family life Caring for each other	Can I recognise that there are different types of families? I know that not every family has the same structure. (single parent, same-sex, step-parent, blended families, foster and adoptive families). I know that being part of a family provides support, stability and love. I know that everyone in my community is equal despite differences in family structure.	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 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	Same sex, blended, foster, adopted, single parent, step mother, father, half sibling, Relationship, safe, loving, caring, stable, trust, emotional, physical, needs, characteristics, loving, stable, trustworthy, reliable, supportive, caring, marriage, commitment, cohabitation, civil partnership, protected characteristics, age, gender, religion, ethnicity, divorce	Safeguarding: Discrimination, protected characteristics British Values: Individual Liberty, Tolerance School Values: Respect, Equality	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.
		Can I identify common features of a positive family life? I know that people within families should care for each other. I know that there are different ways that families show they care: giving encouragement, showing support. I know positive families often have shared experiences: celebrations, special days, holidays. I know how it feels to be uncomfortable, worried or unsafe. I know what to do and how to ask for help if family relationships are making me feel unhappy, worried or unsafe.	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another		Safeguarding: Neglect	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 characterized by love and care.
		Can I recognise characteristics of a healthy family life? I know that family should be a supporting and encouraging environment. I know that family should support me to deal with problems when shared. I know that family should include spending quality time together. I know that family should make me feel safe. I know who to speak to and what to do if I feel unsafe in my family.	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty		Safeguarding: Neglect, CSE British Values: Mutual respect, Tolerance School Values: Respect, Equality	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. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
		Can I describe features of a committed relationships? I know that marriage or civil partnerships is a way to show commitment I know that attitudes and ideas about marriage have changed over time I know that there are different types of relationships and that we should be tolerate of this.	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)		Safeguarding: Discrimination, protected characteristics British Values: Individual Liberty, Tolerance School Values: Respect, Equality	



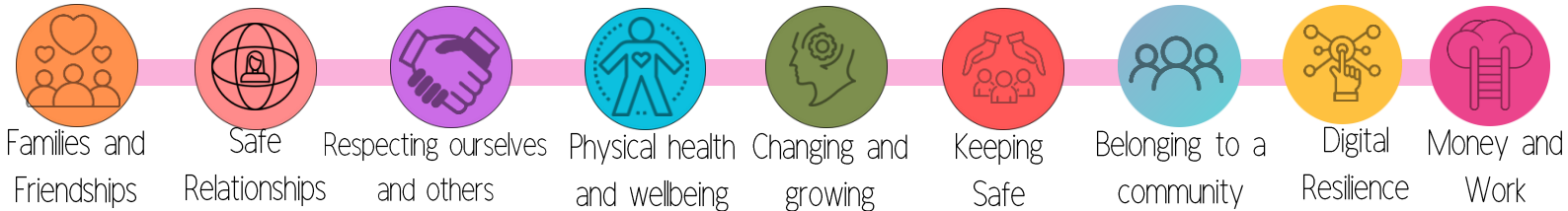
Year 4

Year 4						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Families and friendships Positive friendships Online friendships	Can I explain the importance of friendship? I know how to build good friendships. I know how to identify positive qualities that make a good friendship. I know that friendships support my wellbeing. I know what to do if a friendship is making me unhappy, uncomfortable or unsafe.	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	Positive, unhealthy, friendship, toxic, supportive,	School Values: Friendship Safeguarding: Child on Child	
		Can I distinguish between a friend and someone online? I know that face to face friends are different to people I meet online. I know what the risks are with communicating with people online that I do not know face to face. I know what to do and who to tell I am worried about any contact online.	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 online friendships as to face-to-face relationships 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		Communicating online	
		Can I explain what to do if friendships are having difficulties? I know that friendships have periods of difficulty. I know how to resolve problems or arguments and reconcile differences between my friendships. I know who to speak to if I am feeling excluded or lonely. I know strategies to cope if I feel lonely.	R13. the importance of seeking support if feeling lonely or excluded		Friendship boundaries	
			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		Reolsinvg conflict	



Year 5

Year 5						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Families and friendships Managing friendships and peer influence	<p>Can I identify a healthy friendship? I know what makes a healthy friendship. I know that friendships need to be and feel inclusive. I know different strategies for how to make someone feel included. I know what makes a healthy friendship.</p>	<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>	Positive, friendship, healthy, toxic, relationship, included, excluded,	<p>School Values: Friendship Safeguarding: Child on Child</p>	
		<p>Can I explain the impact of peer influence? I know what peer influence means. I know how it may feel or behave if I was being influenced. I know strategies to remove myself from situations that involve being influenced by a peer. (exit strategies, assertive communication) I know the impact of the need for peer approval (including online)</p>	<p>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</p> <p>R26. about seeking and giving permission (consent) in different situations</p>		<p>Peer pressure</p>	
		<p>Can I resolve differences in friendships? I know that it is common for friendships to experience challenges. I know some strategies to resolve disputes/ differences. I know that friendships change over time. I know the benefits of having new and different types of friends. I know how to recognise if a friendship is making me unsafe, worried or uncomfortable. I know who to speak to if I am worried, unsafe or uncomfortable.</p>	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>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</p>		<p>Friendships and feeling left out</p>	



Year 6

Year 6						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Families and friendships Attraction to others Romantic relationships Civil partnership and marriage	Can I discuss attraction to others? I know what it means to be attracted to someone. I know that there are different types of loving relationships. I know that people who love each other can be of any gender, ethnicity or faith. I know that everyone has the right to be loved no matter their gender identity or sexual orientation.	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	Gender Identity Romantic attraction Emotional attraction Sexual Orientation Attraction Protected characteristics	Safeguarding: Discrimination, protected characteristics British Values: Individual Liberty, Tolerance School Values: Respect, Equality	
		Can I explain a healthy relationship? I know which qualities make a healthy relationship. I know that couples show their love in different ways. I know that couples show their commitment in different ways. I know that couples can have a loving relationship outside of marriage.	R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart		Positive relationships	
		Can I explain commitment and marriage? I know what marriage means. I know what civil partnership means. (legal declaration of two people) I know that people have the right to choose whom they marry or whether to get married. I know that to force anyone into marriage is illegal. I know how and where to report forced marriage or ask if they are worried.	R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others		Marriage Forced marriage	
		Can I compare the features of healthy and unhealthy friendships? I know what a healthy friendship should consist of. I know what an unhealthy friendship should consist of. I know what	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		Love and abuse	