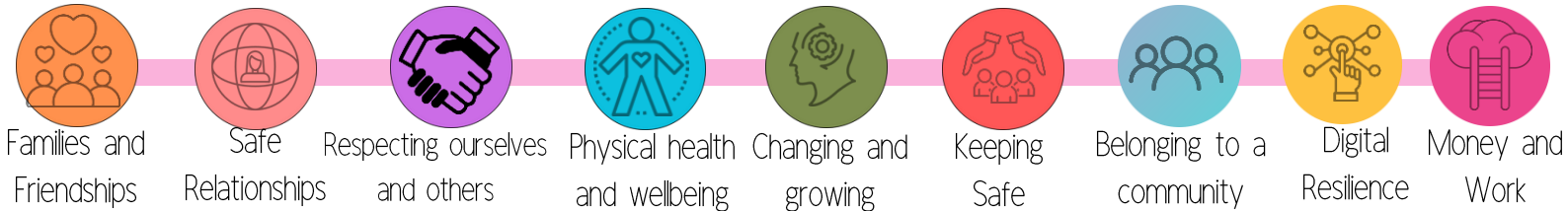
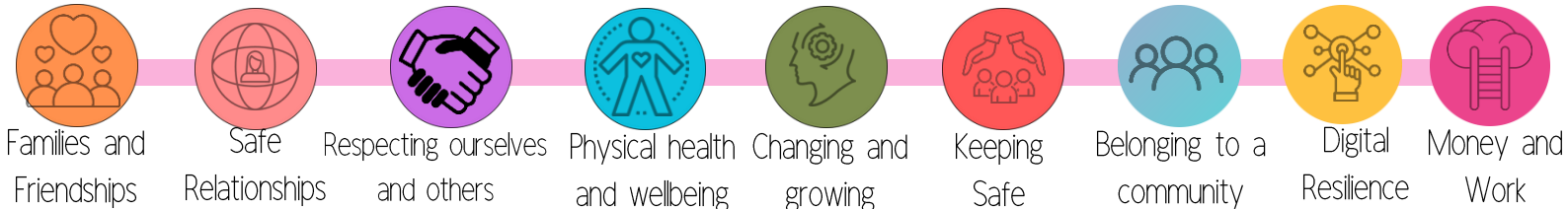


Year 1

Year 1						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Respecting ourselves and others <ul style="list-style-type: none"> Classroom and school rules and values How behaviour affects others. Being polite and respectful Similarities and differences 	Can I explain the school rules and values? I know my class rules. I know my school values. I know the responsibilities I have both in class and outside.	R24. how to listen to other people and play and work cooperatively	Respect Rules Responsibility Responsible Value Fair	Behaviour: School /class expectations British Values: Rule of law	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
		Can I explain how behaviour affects others? I know what kind and unkind behaviour mean in and out school. I know how kind and unkind behaviour can make people feel. I know how to be polite to others. I know what respect means.	R21. about what is kind and unkind behaviour, and how this can affect others R11. about how people may feel if they experience hurtful behaviour or bullying	Manners Conflict Safe Special Different Dilemma Helpful	Safeguarding: Bullying Behaviour: Expected behaviour/ School values	Practical steps they can take in a range of different contexts to improve or support respectful relationships
		Can I show how to be polite and respectful? I know how to be polite and courteous. I know how to play and work co-operatively. I know how to share and take turns.	R22. about how to treat themselves and others with respect; how to be polite and courteous	Unhelpful Problem Co-operate Qualities	British Values: Mutual respect	The conventions of courtesy and manners 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
		Can I share what is the same and different about me and others? I know what I like and dislike and can say what I am good at. I know what makes me special and how can understand that everyone has different strengths. I know what my personal features or qualities are and that they are unique to me. I know how I can be similar or different to others.	R23. to recognise the ways in which they are the same and different to others	British Values: Mutual Respect Equality Tolerance Safeguarding: Equality	How to ask for advice or help for themselves or others, and to keep trying until they are heard,	

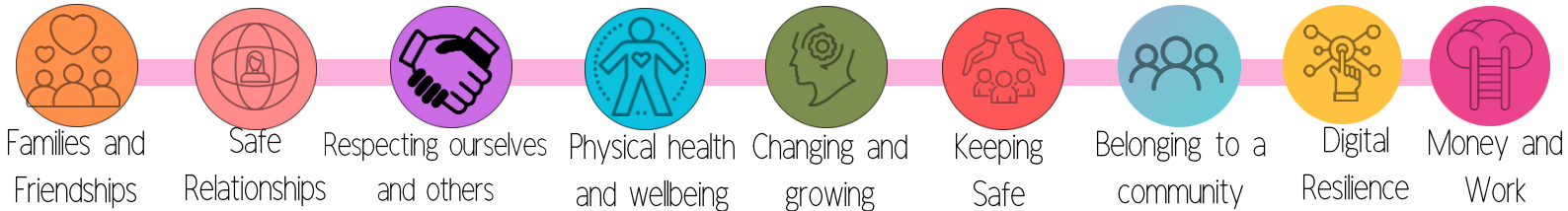


Year 2						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> Community Recognising things in common and differences Respecting others 	<p>Can I show how I am similar and different to others?</p> <p>I know what makes me similar to my friends and others. I know what makes me special. I know what makes me different to my friends and others. I know that I can be friends with someone who is different to me. I know that we are all equal despite our differences.</p>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>Special</p> <p>Different</p> <p>Communities</p> <p>Equality</p> <p>Equal</p>	<p>British Values:</p> <p>Mutual respect</p>	<p>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</p>
		<p>Can I show appropriate ways to share my opinions?</p> <p>I know what the word opinion means. I know that everyone has different opinions and people do not have to agree. I know how to share my opinion with others and give reasons for my views. I know how to take part in discussions. I know how to treat people who have a different opinion to me.</p>	<p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>Respect</p> <p>Opinion</p> <p>Viewpoint</p> <p>Support</p> <p>Guidance</p> <p>Cooperation</p>	<p>British Values:</p> <p>Mutual respect</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p>
		<p>Can I explain what community means?</p> <p>I know that people belong to different groups. (class, teams, faith groups) I know which groups I belong to. I know that all the groups around me form my community. I know that a community can help people from different groups to feel included. I know that I am equal to others in my community because of my similarities and despite my differences.</p>	<p>R24. how to listen to other people and play and work cooperatively</p>	<p>British Values:</p> <p>Equality</p> <p>Tolerance</p> <p>Safeguarding</p> <p>Equality</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>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>	



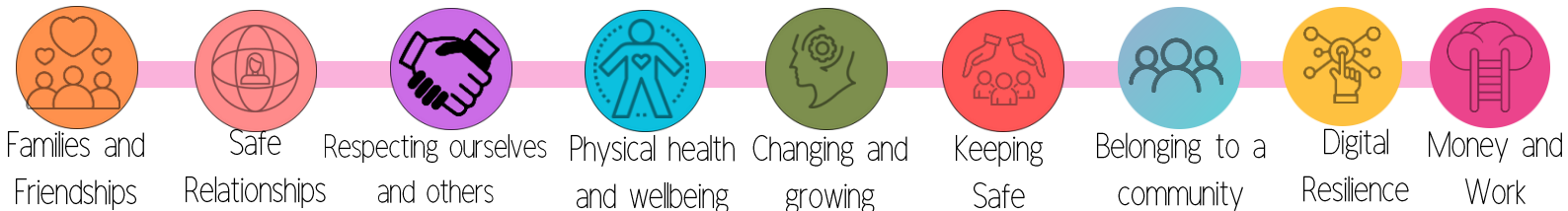
Year 3

Year 3						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Respecting ourselves and others <ul style="list-style-type: none"> Recognising respectful behaviour Importance of self-respect Courtesy and being polite 	Can I identify way to show respect? I know what my school values are. I know what it means to be polite. I know how to treat other people, showing politeness and how others should treat me.	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour offline and online	Polite manners gesture respectful disrespectful quality rules community affect cause hurtful bullying excluding support model mindful disrespect honour politeness difference celebrate fair equality	British Values: Mutual Respect Behaviour: School rules; Appropriate behaviours Safeguarding: E- Safety (Further discussions to be determined based upon child led discussions)	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
		Can I recognise respectful behaviours? I know examples of respectful behaviours. (helping others, being responsible, following school rules) I know that respectful behaviours should be shown in school, home and the wider community. I know what to do if I recognise behaviours that are not respectful in different situations. (School, home, wider community)	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	equity discrimination race religious gender relationship Role model responsible pride proud courage resilience support	British Values: Mutual Respect Behaviour: School rules; Appropriate behaviours Safeguarding: Bullying; Discrimination; E- Safety (Further discussions to be determined based upon child led discussions)	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
		Can I show ways to show respect to different cultures and wider society? I know how to listen and respond respectfully to a wide range of people. (Different traditions, beliefs and lifestyles) I know that I am equal to others even if their opinions and beliefs are different to mine. I know what I should do if I see or hear someone not respecting other cultures.	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.		British Values: Mutual Respect; Equality; Tolerance Behaviour: Appropriate behaviours; Equality Safeguarding: Bullying; Discrimination; (Further discussions to be determined based upon child led discussions)	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 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
		Can I explain the importance of self-respect? I know that self-respect means. I know what my strengths and achievements are. I know how to express pride in my personal attributes. I know how to set targets of self-improvement. I know what to do and who to speak to if I am worried about how I am thinking about myself.	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)		British Values: Individual Liberty Behaviour: Respect Safeguarding: E-Safety	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



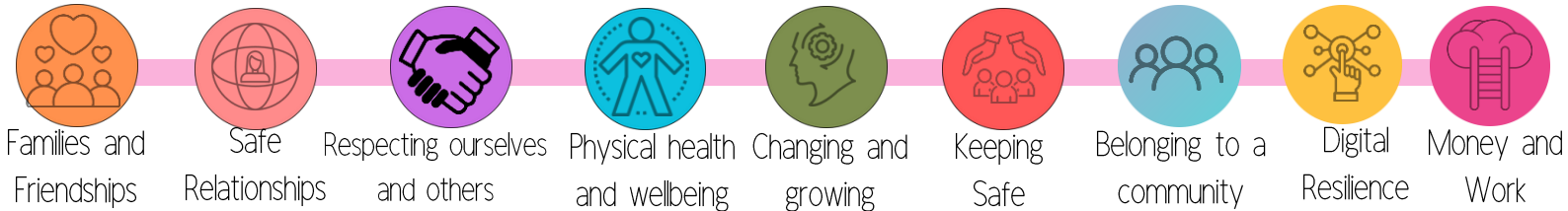
Year 4

	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance			
Autumn	<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> Recognising similarities and differences Discussing differences sensitively Respect for self and others Courteous behaviour 	<p>Can I explain how people's behaviour affects myself and others?</p> <p>I know that respectful behaviour impacts on me positively.</p> <p>I know how to respond to aggressive and inappropriate behaviour both face-to face and online.</p> <p>I know how to model being polite and courteous in different situations.</p> <p>I know what respectful behaviour I should receive for being polite and courteous.</p> <p>I know how to report concerns both face-to-face and online.</p>	<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>Hurtful effect actions kindness hateful laws discrimination bullying abusive threatening race, gender, nationality, religion, disability, compliment difference value diversity equity equality</p>	<p>British Values: Mutual Respect.</p> <p>Behaviour: Appropriate behaviours; Equality</p> <p>Safeguarding: E-Safety, Bullying,</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p>			
		<p>Can I recognise some of the similarities and differences between people?</p> <p>I know what I have in common with others: shared values, likes and dislikes and aspirations.</p> <p>I know that people can be different: gender, race, faith, sexual orientation.</p> <p>I know which words are appropriate to sensitively discuss difference, so it includes everyone.</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>				<p>R21. about discrimination: what it means and how to challenge it</p>	<p>British Values: Mutual Respect; rule of law; tolerance; individual liberty</p> <p>Behaviour: Equality</p> <p>Safeguarding: discrimination</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>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</p>
		<p>Can I identify how to show equality?</p> <p>I know that everyone should feel included, respected, and not discriminated against.</p> <p>I know how to report, who to speak to if I see or experience someone not respecting people's differences: exclusion, disrespect, discrimination.</p>	<p>British Values: Mutual Respect; rule of law; tolerance; individual liberty</p> <p>Behaviour: Equality</p> <p>Safeguarding: discrimination</p>						



Year 5

Year 5						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	<ul style="list-style-type: none"> • Respecting ourselves and others • Responding respectfully to a wide range of people • Recognising prejudice and discrimination 	<p>Can I be a positive role model?</p> <p>I know the school values.</p> <p>I know that values are linked to behaviour.</p> <p>I know how my behaviour can influence other people's behaviour and mind.</p>	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	Role model respect impact fundamental mutual respect disrespect equality equal equity human rights protected characteristics gender sexuality religions skin colour racism, sexism, homophobia discrimination trolling harassment society	<p>British Values: Mutual Respect; individual liberty</p> <p>Behaviour: rights and responsibilities</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>
		<p>Can I recognise equality?</p> <p>I know what equal/ equality means.</p> <p>I know that everyone should be treated equally.</p> <p>I know what it means to be treated equally and behaviours that reinforce this.</p> <p>I know the impact it has when people are not treated equally.</p> <p>I know who to speak to if I see someone not being treated equally.</p>	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support		<p>British Values: Mutual Respect; tolerance; individual liberty</p> <p>Behaviour: Equality</p> <p>Safeguarding: discrimination</p>	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</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>Can I say why equality is important to protect?</p> <p>I know stories of people who have experience inequality.</p> <p>I know the impact inequality has on different groups.</p> <p>I know of traditions, beliefs and lifestyles which are different to my own.</p>	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own		<p>British Values: Mutual Respect; tolerance; individual liberty</p> <p>Behaviour: Equality</p> <p>Safeguarding: discrimination</p>	<p>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</p>
		<p>Can I identify discrimination?</p> <p>I know what discrimination means.</p> <p>I know there are different types of discrimination. (racism, sexism, homophobia).</p> <p>I know how to recognise discrimination both face-to-face and online. (trolling, harassment)</p> <p>I know the impact of discrimination on individuals, groups and wider society.</p> <p>I know of ways to safely challenge discrimination.</p> <p>I know how to report discrimination online.</p>	R21. about discrimination: what it means and how to challenge it		<p>British Values: Mutual Respect; tolerance; individual liberty</p> <p>Behaviour: Equality</p> <p>Safeguarding: discrimination</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>



Year 6

Year 6								
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance		
Autumn	<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> Expressing opinions and respecting other points of view Human Rights 	<p>Can I be a positive role model?</p> <p>I know the school values.</p> <p>I know that values are linked to behaviour.</p> <p>I know how my behaviour can influence other people's behaviour and mind.</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>Role model influence</p> <p>respectfully challenge</p> <p>view point opinions</p> <p>conflict disagree agree</p> <p>migration rights</p> <p>diversity refugee</p> <p>persecution</p>	<p>British Values: individual liberty.</p> <p>Safeguarding: E-safety</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>		
		<p>Can I manage disagreements between friends and others?</p> <p>I know how to discuss issues respectfully.</p> <p>I know how to listen to and respect other points of view.</p> <p>I know how to challenge points of view I disagree with.</p> <p>I know how to participate effectively in discussions both online and face to face and manage any conflict.</p>	<p>L2. to recognise there are human rights, that are there to protect everyone.</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>				<p>British Values: Mutual Respect; individual liberty; Democracy</p> <p>Safeguarding: discrimination; honour-based violence; equality radicalisation</p>	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</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>Can I empathise with others?</p> <p>I know the basic human rights and can use these to understand how people may choose to migrate.</p> <p>I know the reasons why people move from one place to another.</p> <p>I understand that individual human rights can sometimes conflict with the circumstances in a country</p>					<p>British Values: Mutual Respect; individual liberty; Rule of law</p> <p>Safeguarding: discrimination; honour-based violence; equality radicalisation</p>	<p>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</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>