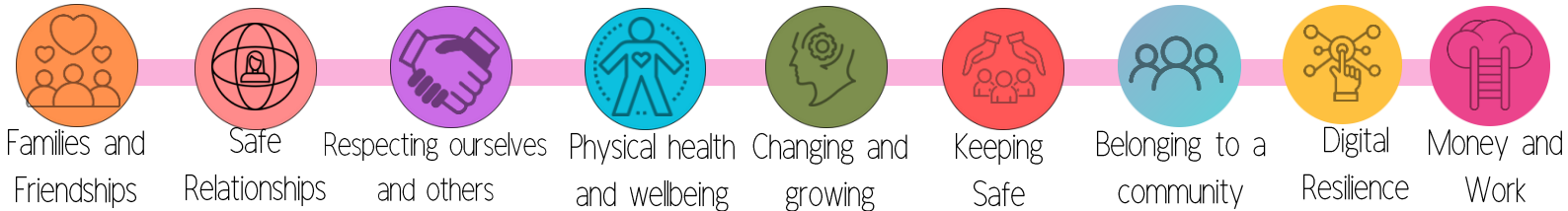
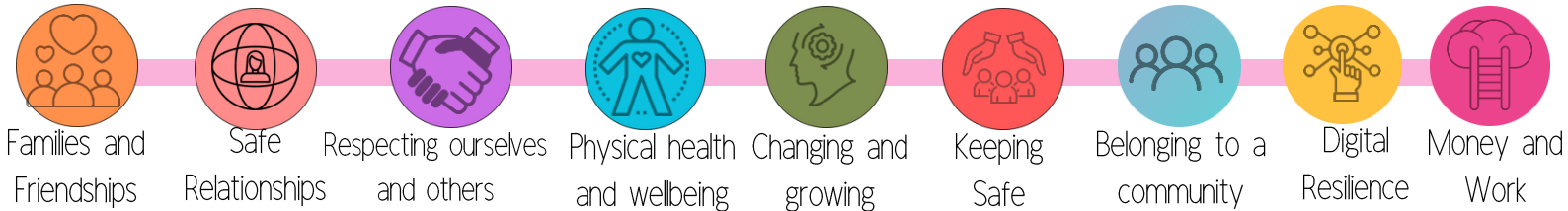


Year 1						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Safe relationships Recognising privacy Staying safe Seeking permission Identify trusted adults	Can I recognise what should be private? I know parts of the body that are private I know who I can talk to about our body parts I know about what it means to keep something private, including parts of the body that are private.	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	Private parts, genital, penis, vagina, nipples navel, vulva, penis, wanted, unwanted, touch, permission, adult, trust, teacher, doctor, nurse, parent, police, fireman,	Safeguarding: CSE; child on child British Values: Individual liberty	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
		Can I identify safe and unsafe touch? I Know different types of touch I know that some touch is wanted or unwanted I know what to do if how I am being touched makes me feel uncomfortable or unsafe. I know how to identify different types of touch and how they make people feel (hugs, tickling, kisses and punches).	R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R10. that bodies and feelings can be hurt by words and actions		School Values: Respect Safeguarding: CSE; child on child British Values: Individual liberty; Mutual respect	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.
		Can I ask for permission? I know when it is important to ask for permission to touch others. I know who to speak to if I receive an uncomfortable or unsafe touch. I know how to ask for and give/not give permission.	R17. about knowing there are situations when they should ask for permission and also when their permission should be sought		School Values: Respect Safeguarding: CSE; child on child British Values: Individual liberty; mutual respect	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.
		Can I identify trusted adults? I know that people have different roles in the community to help me (and others) keep safe (jobs they do and how they help people: teachers, police, doctors etc) I know what to do if I feel unsafe or worried for myself or others; and the importance of keeping on asking for support until I am heard. I know who can help me in different places and situations.	R15. how to respond safely to adults they don't know		School Values: Respect Safeguarding: CSE; child on child British Values: Rule of law	



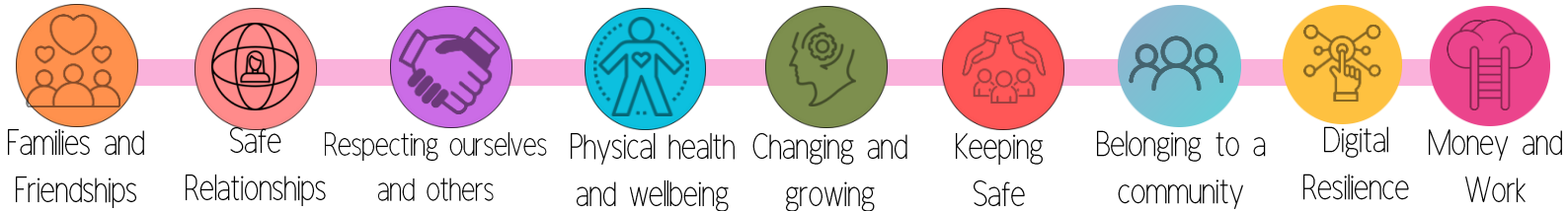
Year 2

Year 2						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Safe relationships Managing secrets Resisting pressure and getting help Recognising hurtful behaviour Bullying: words and actions	Can I explain how to manage a secret? I know what <i>secret</i> means. I know that good secrets can be happy and surprising. I know that some secrets can make me uncomfortable or worried. I know who I can speak to if I have a secret that does not make me happy.	R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	Feelings, help, private, uncomfortable, safe, unsafe permission online, bullying, feelings, differences, secrets, worried, surprise, touch, bullying, persistent, intentional, power, cyber, physical, verbal, emotional, behaviour,	Safeguarding: CSE; Child on Child British Values: Individual liberty	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 how to recognise and report feelings of being unsafe or feeling bad about any adult. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
		Can I recognise hurtful behaviour? I know that some behaviours can hurt others. (hitting, teasing, name-calling, excluding others.) I know that words and actions affect how people feel and think. I know who I can speak to if this happens in different situations.	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online		School Values: Respect; Friendship Safeguarding: e-safety safety; Keeping safe; Child on Child British Values: mutual respect	
		Can I explain bullying and how to help myself and others? I know that bullying consists of three elements: it is persistent, the behaviour inflicts harm, there is an imbalance of power. I know that there are different types of bullying: physical, verbal, emotional, cyber etc. I know examples of hurtful behaviours: hitting, name-calling, pushing, spreading rumours (including online)	R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult		School Values: Respect; Friendship Safeguarding: Bullying, Child on child, e-safety British Values: Individual liberty; mutual respect	
		Can I explain bullying and how to help myself and others? I know how someone might feel if they are being bullied. I know who to speak/ report to if I, or someone I know, experiences bullying and what vocabulary to use. (including online)				



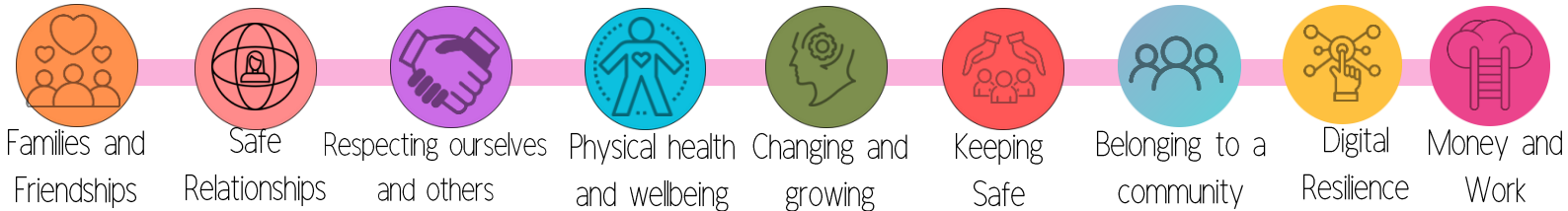
Year 3

Year 3						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Safe relationships Personal boundaries and privacy Safely responding to others Impact of hurtful behaviour	Can I explain what privacy means? I know what <i>privacy</i> means. I know what is appropriate to share with my friends and family. I know what is appropriate to share with the wider community. I know what is appropriate to share online. I know what my personal boundaries are. I know what to do, and who to speak to if my privacy or personal boundaries are not respected.	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	Privacy, boundaries, personal boundaries, online, sharing. Personal information, permission, consent, safe and unsafe touch, bullying, intent, persistence, imbalance of power, physical, verbal. Emotion, cyber, upstander, cyberbullying, teasing, taunting, safe, reporting, compassion, kindness, support, empathy, justice.	Safeguarding: E-Safety; CCE/CSE British Values: Individual liberty ; rule of law	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. the importance of permission-seeking and giving in relationships with friends, peers and adults.
		Can I seek permission? I know when I should seek permission I know how to ask for, give and withhold permission. I understand unsafe touch I know how to show respect when someone withholds permission.	R26. about seeking and giving permission (consent) in different situations		Safeguarding: E-Safety; CCE/CSE School Values: Respect British Values: Individual liberty ; mutual respect	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.
		Can I explain what bullying is? I know that bullying consists of three elements: the same person is targeted, the behaviour inflicts harm, there is an imbalance of power. I know that there are different types of bullying: physical, verbal, emotional, cyber etc. I know examples of hurtful behaviours: hitting, name-calling, pushing, spreading rumours (including online) I know how someone might feel if they are being bullied. I know who to speak/ report to if I, or someone I know, experiences bullying and what vocabulary to use. (including online)	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour		Safeguarding: Child on child School Values: Respect; Friendship; Courage British Values: Individual liberty ; mutual respect	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
		Can I explain cyberbullying? I know that cyberbullying happens online. I know that cyberbullying is similar to face-to-face bullying. I know what to do and who to tell if I see or experience bullying. I know strategies to keep myself safe online: passwords, trusted sites, adult supervision.	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know		Safeguarding: Child on child ; E-safety School Values: Respect; Friendship; Courage British Values: Individual liberty ; mutual respect	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.
		Can I explain the effects and consequences of bullying? I know that bullying affects the mental health of the person involved. I know who to speak to if I have seen or experience bullying. I know what the consequences are for bullying in school, in the wider community and online.	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online		Safeguarding: Child on child ; E-safety School Values: Respect; Friendship; Courage British Values: Individual liberty ; mutual respect	



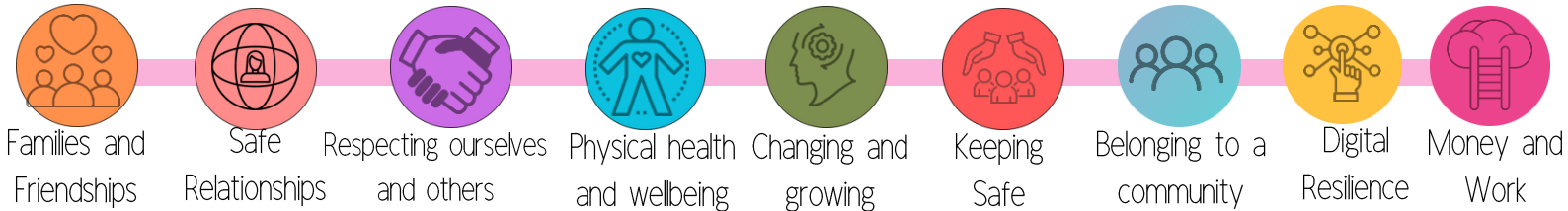
Year 4

Year 4						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Safe relationships Responding to hurtful behaviour Managing confidentiality Recognising online risks	Can I distinguish between playful dares and hurtful behaviour? I know examples of hurtful behaviour. I know that there is a difference between playful dares and dares which put someone at risk. I know how to manage pressures associated with dares. I know who to speak to and what to do if I feel under pressure from others or feel uncomfortable.	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	Risk, challenge, dare, persuade, pressure, danger, trust, honest, integrity, confidentially, secrets, bystander, upstander, bullying, persistent, intent, power, cyberbullying, online content, harmful, restricted, false, blocking, unfollowing,	Safeguarding: E-safety; child on child British Values: Individual liberty; rule of law	about different types of bullying (including cyberbullying), the impact of bystanders (primarily reporting bullying to an adult) and how to get help. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
		Can I explain confidentiality? I know what <i>confidentiality</i> means. I know that I have the right to privacy. I know when it is right to keep something confidential (a secret). I know when it is right to break confidence or share a secret. I know who I should report my concerns to if I am worried or uncomfortable.	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret		British Values: Individual liberty; rule of law Safeguarding: CSE, CCE	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
		Can I explain the difference between a bystander and a bully? I know that a bystander is someone who witnesses bullying but does not get involved. I know safe ways to be an active bystander: asking victim if they are ok, telling a trusted adult I know that a passive bystander is someone who sees an incident happen but does not do anything.	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		Safeguarding: Child on child ; E-safety School Values: Respect; Friendship; Courage British Values: Individual liberty ; mutual respect	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
		Can I recognise online risks? I know that there are different types of risks associated with being online. I know that some people behave differently online. I know that some people pretend to be different people online. I know what content is appropriate for my age. I know what to do and who to report it to if I experience or know that someone has seen harmful content online. I know what to do and who to speak to if I am worried about how someone is behaving online.	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns		Safeguarding: Child on child ; E-safety School Values: Respect; Friendship; Courage British Values: Individual liberty ; mutual respect	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to report concerns or abuse, and the vocabulary and confidence needed to do so



Year 5

Year 5						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Safe relationships Physical contact Feeling safe	Can I explain what is personal space and boundaries? I know what personal space and boundaries are. I know that boundaries might differ for different people and different situations I know how to ask for and not give permission for physical contact. I know how it feels in a person's mind and body when they are uncomfortable.	R26. about seeking and giving permission (consent) in different situations	Personal space, boundaries, unwanted, wanted, unsafe, safe, appropriate, inappropriate. Consent, permissions, reporting, safety, exploitation, physical contact, secrets, lies, trust, confidence, advise, support, online content, privacy, personal information, images, videos, law,	Safeguarding: E-Safety; CCE/CSE School Values: Respect British Values: Individual liberty ; mutual respect	the importance of permission-seeking and giving in relationships with friends, peers and adults. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
		Can I identify appropriate touch? I know what physical touch is acceptable and wanted. I know what physical touch is unacceptable and unwanted. I know how to respond to unwanted or unacceptable physical contact. I know that it is never my fault if I experience unwanted contact. I know who to tell if I am concerned about unwanted physical contact.	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact		Safeguarding: E-Safety; CCE/CSE School Values: Respect British Values: Individual liberty ; mutual respect	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). how to recognise and report feelings of being unsafe or feeling bad about any adult.
		Can I keep secrets? I know types of information which can be kept secret. I know what should not be kept a secret. I know that no one should ask me to keep a secret that makes me feel uncomfortable. I know who to speak to if someone tries to persuade me to keep a secret I am worried about.	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice		British Values: Individual liberty; rule of law Safeguarding: CSE, CCE	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.
		Can I explain what safe content is online? I know what is appropriate online content to consume. I know what content is appropriate to share. I know how to seek and give consent before images and content are shared online. I know that personal information should not be shared online. I know who I can speak to if content is shared without consent.	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; rule of law Safeguarding: CSE, CCE	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.



Year 6

Year 6						
	Theme	Knowledge	Skills	Key Vocabulary	PD opportunities	RSE Guidance
Autumn	Safe relationships Personal boundaries Safely responding to others Impact of hurtful behaviour	Can I discuss ways to keep myself safe online? I know how to assess the risk of different online 'challenges' and 'dares' I know how to get advice about concerns I had online. I know how to report concerns about personal safety for both face-to-face and online. I know strategies to respond to pressure from friends including online	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	Risks, peer pressure, online, safety, unsafe, permission, consent, bullying, bystander, radicalisation, extremism, viewpoints, contact, content,	British Values: Individual liberty; rule of law Safeguarding: CSE, CCE	the importance of permission-seeking and giving in relationships with friends, peers and adults. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
		Can I keep myself safe? I know what consent means. I know how to give consent and ask permissions in different situations. I know what touches are appropriate and inappropriate. I know how to respond to inappropriate contact. I know what to do if I feel unsafe, worried or uncomfortable.	R26. about seeking and giving permission (consent) in different situations		Safeguarding: E-Safety; CCE/CSE School Values: Respect British Values: Individual liberty ; mutual respect	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). how to recognise and report feelings of being unsafe or feeling bad about any adult.
		Can I recognise healthy relationships? I know features of a healthy and unhealthy friendship I know about shared responsibility if someone is put under pressure to do something dangerous and something goes wrong I know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this		Safeguarding: E-safety; child on child British Values: Individual liberty; rule of law	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. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met