



Concept	Pre Nursery	Nursery	Reception	Year 1/2	Year 3/4	Year 5/ 6
Child generated images	<p>I know who is in my family</p> <p>I have formed an attachment with an adult in the setting.</p> <p>I know who the safe person is who performs intimate care.</p> <p>I have a safe attachment to a carer but I also know other safe adults.</p> <p>I am starting to understand that we do not touch and cuddle all adults.</p> <p>I am starting to understand that my body is my own and I have a right to say "No" to physical contact.</p> <p>I am starting to use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I understand there are people who help us, like police and doctors.</p> <p>I am aware that I don't know people on TV/online.</p> <p>I understand that I do not touch and cuddle all adults.</p> <p>I understand that my body is my own and I have a right to say "No" to physical contact.</p> <p>I can use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I understand people I don't know are strangers, and might not be safe, in real life and online.</p> <p>I know not to click on pop ups.</p>	<p>I understand why we shouldn't share personal information</p> <p>I understand how to keep our personal information private and safe when we are online</p> <p>I understand that people online are strangers if we don't know them in real life</p> <p>I understand that we shouldn't share private and personal information with strangers</p> <p>I have developed an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</p> <p>I can explain why I do as some people ask but not others.</p>	<p>I understand that people on the internet are not always who they say they are, and may have malicious intentions</p> <p>I understand that we must keep our personal information safe</p> <p>I understand that peer pressure can make us do inappropriate or unkind things</p> <p>I understand that friends should behave in a certain way, whether they are online or offline</p> <p>I have a more thorough and sophisticated understanding of personal information</p> <p>I understand that websites store a lot of our information</p> <p>I understand the importance of staying safe and the importance of my conduct when using familiar communication tools such as 2Email in Purple Mash.</p> <p>I know more than one way to report unacceptable content and contact.</p> <p>I can describe a good choice I have made and the consequences of it. I can also explain the consequences of making a different choice</p>	<p>I know the difference between secrets and surprises (when to break confidentiality)</p> <p>I understand the concept of consent</p> <p>I know that my body belongs to me.</p> <p>I understand that social media comes with pressure</p> <p>I understand that we have a significant amount of control over our online lives</p> <p>I understand that our actions/lack of actions can have an impact on ourselves and those around us</p> <p>I understand that our personal information is valuable, sensitive and private to us</p> <p>I understand that giving away personal information can lead to both physical and emotional damage</p> <p>I understand that many small details can be pieced together to gain a much more comprehensive set of information about a person</p> <p>I understand that there are dangers online for younger people</p> <p>I recognise some of the signs of online danger</p> <p>I know about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams.</p> <p>I know the steps I can take to protect myself including protecting my digital footprint, where to go for help, smart rules and security software</p> <p>I understand how what I share impacts upon me and upon others in the long-term.</p> <p>I know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when I experience it or witness it as a bystander.</p> <p>I have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services.</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can give examples of times when I misinterpreted something.</p>



Bullying, online bullying and Child on child abuse	<p>My parents are made aware of our anti-bullying work and know how to support me.</p> <p>I have formed an attachment with an adult in the setting.</p> <p>I have a safe attachment to a carer but I also know other safe adults.</p> <p>I am starting to use descriptive words to describe how I am feeling including hurt, unhappy.</p> <p>I can follow simple instructions from adults.</p> <p>I am starting to understand what gentle feels like.</p>	<p>My parents are made aware of our anti-bullying work and know how to support me.</p> <p>I am more aware of others around me.</p> <p>I have formed an attachment with an adult in the setting.</p> <p>I join in with others' play.</p> <p>I am beginning to assert myself as an individual person with likes and dislikes.</p> <p>I am starting to be more confident to play with others and notices when other pupils are happy and sad.</p> <p>I am starting to comply with the boundaries of school, knowing there are rules.</p> <p>I am interested in different ways of life</p> <p>I understand that not everyone celebrates the same festivals</p>	<p>I am starting to understand what unkind behaviour looks like.</p> <p>My parents are made aware of our anti-bullying work and know how to support me.</p> <p>If I am struggling with friendships teachers will help me with interventions or early help if needed.</p> <p>I am beginning to find ways to resolve conflicts.</p> <p>I am beginning to understand how others might be feeling—to show empathy.</p> <p>I have increased confidence and resilience and this can include supporting peers.</p> <p>I am increasingly able to share, take turns and respond positively to other pupils.</p> <p>I am starting to understand the needs of other pupils and their own feelings.</p> <p>I show an understanding of my own feelings and those of others, and begins to regulate my behaviour accordingly.</p> <p>I know right from wrong and try to behave accordingly.</p> <p>I have formed positive attachments to adults and friendships with peers.</p> <p>I works and play cooperatively and take turns with others</p> <p>I know that people have different beliefs that affect their lives.</p> <p>I know that people have different traditions that affect their lives.</p>	<p>I am beginning to understand bullying behaviours and I know how to seek support if I experience bullying behaviours.</p> <p>My parents are made aware of our anti-bullying work and know how to support me.</p> <p>If I am struggling with friendships teachers will help me with interventions or early help if needed.</p> <p>I understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.</p> <p>I understand that difference can be a positive thing in our relationships</p> <p>I understand that friends should treat each other well and be fair</p> <p>I understand that there is not an ideal number of friends [You can have as many as you like]</p> <p>I understand that being controlling of other people is bad and that excluding other children is hurtful</p> <p>I understand that friends should not tell us what to do, although we should listen politely</p> <p>I can empathise with other people and understand why bullying is so hurtful</p> <p>I can order types of bullying to understand which ones are the worst</p> <p>I can explain why I do as some people ask but not others.</p> <p>I can start to explain how certain beliefs affect decision making.</p> <p>I can explain how it feels to say sorry and what I have said sorry for.</p> <p>I can talk about times I have been a good friend.</p> <p>I can explain how I could solve a problem in the world by showing love.</p>	<p>I know what bullying behavior is, and how to seek support from a range of places including the anti-bullying ambassadors if I need them.</p> <p>My parents are made aware of our anti-bullying work and know how to support me.</p> <p>If I am struggling with friendships teachers will help me with interventions or early help if needed.</p> <p>I understand that all people deserve respect, even if they are different to other people</p> <p>I appreciate that we all have different abilities and find different things challenging</p> <p>I appreciate that we have responsibilities to our friends</p> <p>I acknowledge that other people's emotions are important</p> <p>I understand that our actions can affect other people's feelings</p> <p>I know what we can do to maintain healthy relationships</p> <p>I understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment</p> <p>I can name the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non-binary</p> <p>I understand that relationships come with a mixture of positive and negative emotions</p> <p>I appreciate that friendships are not always perfect</p> <p>I understand that it is normal to disagree with your friends</p> <p>I have developed techniques to deal with conflict within friendships</p> <p>I understand when a relationship is unhealthy when support is required</p> <p>I can identify how to be kind in online social environments</p> <p>I understand that peer pressure can make us do inappropriate or unkind things</p> <p>I understand that friends should behave in a certain way, whether they are online or offline</p> <p>I can identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</p> <p>I understand the importance of staying safe and the importance of my conduct when using familiar communication tools such as 2Email in Purple Mash.</p> <p>I know more than one way to report unacceptable content and contact.</p> <p>I can suggest how a person may help/rescue others who are in difficult situation</p> <p>I can explain 3 important actions that I could take to support a group I belong to</p> <p>I can give my opinion as to why showing forgiveness is important</p> <p>I can describe a good choice I have made and the consequences of it.</p> <p>I can also explain the consequences of making a different choice</p>	<p>I can recognize a range of bullying behaviors, including indirect ones, and how to seek support from a range of places including the anti-bullying ambassadors if I need them.</p> <p>My parents are made aware of our anti-bullying work and know how to support me.</p> <p>If I am struggling with friendships teachers will help me with interventions or early help if needed.</p> <p>I understand the diversity of home lives</p> <p>I appreciate that many people have heritage from other countries and may have dual heritage</p> <p>I understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun</p> <p>I understand what it takes to be a good friend</p> <p>I empathise with people who are excluded</p> <p>I understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship</p> <p>I appreciate that friends should make us feel good and safe</p> <p>I understand that we don't have to be the same as everyone else to have friends</p> <p>I appreciate that we should respect other people, irrespective of their unique characteristics</p> <p>I understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours</p> <p>I can identify the reasons why some children bully</p> <p>I understand that violence is always wrong, our body belongs to us</p> <p>I have developed skills to avoid conflict and reconcile differences</p> <p>I understand what stereotypes are</p> <p>I can critique media and identify stereotypes in the world around them</p> <p>I know how to challenge stereotypes when they see them</p> <p>I can accurately use language relating to gender, sexuality and identity</p> <p>I understand that trans and non-binary people may face discrimination</p> <p>I appreciate that we should treat everyone with respect, regardless of their physical appearance</p> <p>I understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying</p> <p>I can identify the most common types of prejudice identify the protected characteristics in the equality act</p> <p>I know what to do if I encounter, experience or witness prejudice</p> <p>I understand why some people must leave their countries</p> <p>I appreciate why some people choose to come to the U.K.</p> <p>I know that most refugees stay near their country of origin</p> <p>I understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries</p> <p>I appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers)</p> <p>I understand that social media comes with pressure</p> <p>I understand that we have a significant amount of control over our online lives</p> <p>I understand that our actions/lack of actions can have an impact on ourselves and those around us</p> <p>I understand that our personal information is valuable, sensitive and private to us</p> <p>I understand that giving away personal information can lead to both physical and emotional damage</p>
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Gender and sexuality based violence	<p>I am curious about people and show an interest in stories about people</p> <p>I know who is in my family I have formed an attachment with an adult in the setting. I am starting to understand that we do not touch and cuddle all adults. I am starting to understand that my body is my own and I have a right to say “No” to physical contact. I am starting to use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I can use gendered proper nouns correctly for family. I know that all jobs, skills, toys and clothes are for all genders. I know my gender. I know others gender and use pronouns correctly. I understand that I do not touch and cuddle all adults. I understand that my body is my own and I have a right to say “No” to physical contact. I can use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I can challenge stereotypes when I hear them. I know families are varied.</p>	<p>I understand that families are highly varied; no family is the same I can name my body parts, including external genitalia I can name the similarities and differences between boys and girls, and talk about ideas that challenge gender stereotypes</p>	<p>I appreciate that there are many differences between families and all families are unique I understand that there are far more similarities than there are differences I understand there is no one set family structure I appreciate that any type of family can provide love and support I understand that all people deserve respect, even if they are different to other people I appreciate that we all have different abilities and find different things challenging I understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment I know the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non-binary I can suggest how a person may help/rescue others who are in difficult situation I can explain 3 important actions that I could take to support a group I belong to I can describe a good choice I have made and the consequences of it. I can also explain the consequences of making a different choice</p>	<p>I understand the diversity of home lives I appreciate that many people have heritage from other countries and may have dual heritage I understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun I can empathise with people who are excluded I understand that we don’t have to be the same as everyone else to have friends I appreciate that we should respect other people, irrespective of their unique characteristics I understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours I can identify the reasons why some children bully I understand that violence is always wrong, our body belongs to us I have developed skills to avoid conflict and reconcile differences I understand what stereotypes are I can critique media and identify stereotypes in the world around me I know how to challenge stereotypes when I see them I accurately use language relating to gender, sexuality and identity I understand that trans and non-binary people may face discrimination I appreciate that we should treat everyone with respect, regardless of their physical appearance I know that unconscious bias exists I understand why some people discriminate I know the protected characteristics I can talk about the history of prejudice I understand how that history impacts people alive today I understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying I can identify the most common types of prejudice I can identify the protected characteristics in the equality act I know what to do if I encounter, experience or witness prejudice I can express my sense of identity I understand that our brains can get poorly and can be treated (just like our bodies) I know that mental wellbeing varies and is not constant I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p>
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<p>Living in a house safe from abuse and neglect</p>	<p>In pretend play, I imitate everyday actions and events from my own family and cultural background, I know who is in my family I have formed an attachment with an adult in the setting. I know who the safe person is who performs intimate care. I have a safe attachment to a carer but I also know other safe adults. I am starting to understand that we do not touch and cuddle all adults. I am starting to understand that my body is my own and I have a right to say “No” to physical contact. I am starting to use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I am asserting myself as an individual person with likes and dislikes. I am starting to be more confident to play with others and notice when other pupils are happy and sad. I understand there are people who help us, like police and doctors. I understand that I do not touch and cuddle all adults. I understand that my body is my own and I have a right to say “No” to physical contact. I can use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I have formed positive attachments to adults and friendships with peers. I know to ask permission before I touch people I know that I control my own actions but not those of others.</p>	<p>I am aware that children have rights. I understand that children and adults both have responsibilities to each other. I understand that we should feel loved, cared for and safe in our homes. I know what to do if my needs are not being met I understand that other people need permission before they can touch us I understand that some parts of our bodies are more private than others I recognise that other people often want different things than ourselves I understand that certain parts of our bodies are very private, and only we get to decide what happens to them I understand that secrets and surprises are different I know how to report concerns</p>	<p>I know that children have rights and can name some of these. I understand that we are all part of a wider community if people, who we rely on I understand that biological parents (“Tummy mummy” and “birth dad”) are not always the people that look after a child I appreciate that the people you live with are not always part of your ‘birth family’ (adopted/foster care, carers) I can suggest how a person may help/rescue others who are in difficult situation I can explain 3 important actions that I could take to support a group I belong to</p>	<p>I know that children have rights and discuss why this is important around the world. I can identify the positive features that should be present in a family I know how to disagree with respect I know the difference between secrets and surprises (when to break confidentiality) I understand the concept of consent I know that “My body belongs to me” (private parts, exceptions (doctors), FGM prevention) I understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship I appreciate that friends should make us feel good and safe I know that the law states that people should not have sex until they are over 16 and consent is given by those involved</p>
<p>Looking after my physical health</p>		<p>I understand healthy toileting, knowing that paper goes in and toilet is flushed and how to wash my hands. I can put on my own shoes and socks. I am starting to dress myself I brush my teeth daily I have daily access to gross motor skill development and physical outside play. I eat healthy snacks and meals in school.</p>	<p>I have daily access to gross motor skill development and physical outside play. I eat healthy snacks and meals at school. I manage my own basic hygiene and personal needs, including dressing, going to the toilet, handwashing and understanding the importance of healthy food choices. I understand why we wash our hands. I know how to dress for different weather conditions e.g. Sun cream and hat.</p>	<p>I understand that active lifestyles including regular exercise can keep our bodies more healthy I appreciate that some people live with disabilities or are differently abled and that I understand that we can’t always have healthy bodies, because sometimes we get ill or injured I can identify the components of a balanced diet I understand that germs are spread by coughs, sneezes and physical contact with dirt and other people I understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell I understand that we can prevent tooth decay by brushing our teeth regularly</p>	<p>I understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives I appreciate that they need to balance choices that are ‘good for them’ and choices that bring joy I know how to make informed choices about the activities they do and the things I eat I know about getting enough sleep (and what might stop me from getting the right amount) I understand the importance of hygiene, especially hand washing I understand how to keep our teeth healthy I understand the dangers of diseases caused by the sun how to stay safe from these</p>	<p>I understand how regular exercise and a balanced diet can keep us healthy. I understand the risks of taking drugs, alcohol and tobacco I understand why getting the right amount of sleep is important I can identify the ways to avoid damage caused by the sun I can identify key indicators of poor health I understand the importance of getting the correct amount of sleep. I understand that not all information is accurate, even if it appears to be I can identify inaccurate health information I know where to find accurate sources of health information I understand the physical changes that people go through during puberty, particularly ages 9-11 I know about personal hygiene and how to stay clean, as I get older. I know what menstruation is and when it happens. I know what to do when I start to menstruate (Menstruators) I know how to show consideration (for non-menstruators)</p>



<p>Looking after my emotional health</p>	<p>I am starting to use descriptive words to describe how I am feeling including hurt, unhappy, using a basic zones of regulation. I have formed an attachment with an adult in the setting. I can separate from my carer when I enter nursery.</p>	<p>I am asserting myself as an individual person with likes and dislikes. I am starting to show responsibility for my own feelings and their own play. I know what comforts me and how to soothe myself when necessary. I am aware that things do not always go my way and when I am upset, I know an adult can help me. I can use descriptive words to describe how I am feeling including hurt, unhappy using a basic zones of regulation. I am more aware of others around me. I have formed an attachment with an adult in the setting. I join in with others' play.</p>	<p>I can use the zones of regulation to describe how I am feeling. With support, I am beginning to recognise how I can regulate back to a calm green zone. I am beginning to understand how others might be feeling. I am developing a positive self-image. I have increased confidence and resilience and this can include supporting peers.</p>	<p>I can use mindfulness-breathing techniques, with support of adults, to help me relax. I know some yoga poses and can do these, with adult support, calmly to help me regulate. If I need it, staff will provide a trauma informed plan and ways of working to reduce the effect of my trauma. I can use the zones of regulation to describe how I am feeling. I am beginning to recognise how I can regulate back to a calm green zone and collect resources to help me. I am beginning to understand bullying behaviours and I know how to seek support if I experience bullying behaviours. I take part in Mental health awareness day I understand how changes and events can influence our feelings I understand that we have a range of emotions, depending on our experiences and situations I know what to do when I experience strong emotions I have built a vocabulary to talk about feelings I understand the connection between my actions and the feelings of myself and others I know how our choice of activities can affect our happiness I can explain how it feels to say sorry and what I have said sorry for I can talk about times I have been a good friend.</p>	<p>I can use mindfulness-breathing techniques independently to help me relax. I know a variety of yoga poses and can do these calmly to help me regulate. If I need it staff will provide a trauma informed plan and ways of working to reduce the effect of my trauma. I can scale my feelings using the zones of regulation and I am starting to self-regulate back to a calm green zone using a variety of techniques. I take part in Mental health awareness day I know what bullying behavior is, and how to seek support from a range of places including the anti-bullying ambassadors if I need them. I understand that families can change I understand that parents can split up and people can die I know that these events are not the fault of the child I understand that relationships come with a mixture of positive and negative emotions I appreciate that friendships are not always perfect I understand that it is normal to disagree with your friends I can use techniques to deal with conflict within friendships I understand when a relationship is unhealthy when support is required I can identify how to be kind in online social environments I understand that peer pressure can make us do inappropriate or unkind things I understand that friends should behave in certain way, whether they are online or offline I understand the range and depth of feelings that we all experience I know some strategies to deal with these feelings and know when to seek support I understand that we have responsibilities for some things but cannot control everything I understand the range of negative emotions that we can have I know what to do if we experience low moods I actively try to build my self esteem I understand the importance of balancing game and screen time with other parts of my life. I understand why people think it is difficult to be happy all the time I can give my opinion as to why showing forgiveness is important</p>	<p>I can use mindfulness-breathing techniques independently to help me relax and teach these to others. I know a wide variety yoga poses and can do these calmly to help me regulate. If I need it, staff will provide a trauma informed plan and ways of working to reduce the effect of my trauma. I can scale my feelings using the zones of regulation and I can self-regulate back to green zone using a variety of techniques. I can recognize a range of bullying behaviors, including indirect ones, and how to seek support from a range of places including the anti-bullying ambassadors if I need them. I take part in Mental health awareness day I understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship I appreciate that friends should make us feel good and safe I can identify the reasons why some children bully I understand that violence is always wrong, our body belongs to us I have skills to avoid conflict and reconcile differences I can accurately use language relating to gender, sexuality and identity I understand that trans and non-binary people may face discrimination I appreciate that we should treat everyone with respect, regardless of their physical appearance I appreciate that there is both positive and negative content online I understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives I understand that images and videos that we see online are not always a true reflection of reality I can communicate my own feelings, listen to other people's feelings and respond appropriately I can identify positive and negative emotions and the impact these have on our mental wellbeing I can identify our own triggers for negative emotions I understand that some people find it hard to read and express emotions I know how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health. I have some ways of coping with big and small life events. I understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not I can use strategies for resolving conflict with peers I know how to express my sense of identity I understand that our brains can get poorly and can be treated (just like our bodies) I know that mental wellbeing varies and is not constant I can analyse representations of beauty in the media I understand that the images we see in the media affect the way we see and judge ourselves and others I appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame) I understand the risks of taking drugs, alcohol and tobacco I understand why getting the right amount of sleep is important I understand the emotional and mental changes that people go through when they reach puberty I can take more informed ownership of the way that I choose to use my free time. I recognise a need to find a balance between being active and digital activities. I can give reasons for limiting screen time.</p>
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Relationship abuse / Domestic Violence	<p>In pretend play, I imitate everyday actions and events from my own family and cultural background.</p> <p>I know who is in my family</p> <p>I have formed an attachment with an adult in the setting.</p> <p>I have a safe attachment to a carer but I also know other safe adults.</p> <p>I am starting to understand that my body is my own and I have a right to say “No” to physical contact.</p> <p>I am starting to use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I Join in with others’ play.</p> <p>I have formed an attachment with an adult in the setting.</p> <p>I understand that my body is my own and I have a right to say “No” to physical contact.</p> <p>I can use descriptive words to describe how I am feeling including hurt, unhappy.</p> <p>I recognise and describe special events for families and friends</p>	<p>I am beginning to understand how others might be feeling.</p> <p>I am developing a positive self-image.</p> <p>I have increased confidence and resilience and this can include supporting peers.</p> <p>I have formed positive attachments to adults and friendships with peers.</p> <p>I know to ask permission before I touch people</p> <p>I know that I control my own actions but not those of others.</p>	<p>Though restorative practice I realise my behaviour effects the way others feel and know that actions have consequences</p> <p>I understand how changes and events can influence our feelings</p> <p>I understand that children and adults both have responsibilities to each other.</p> <p>I understand that we should feel loved, cared for and safe in our homes.</p> <p>I know what to do if our needs are not being met</p>	<p>Though restorative practice, I can take responsibility for my own choices and behaviour and the effect it can have on others, I realise that actions have consequences</p> <p>I appreciate that there are many differences between families and all families are unique</p> <p>I understand that there are far more similarities than there are differences</p> <p>I understand there is no one set family structure</p> <p>I appreciate that any type of family can provide love and support</p> <p>I appreciate that we have responsibilities to our friends</p> <p>I acknowledge that other people’s emotions are important</p> <p>I understand that our actions can affect other people’s feelings</p> <p>I know what we can do to maintain healthy relationships</p> <p>I understand that relationships come with a mixture of positive and negative emotions</p> <p>I appreciate that friendships are not always perfect</p> <p>I understand that it is normal to disagree with your friends</p> <p>I know techniques to deal with conflict within friendships</p> <p>I understand when a relationship is unhealthy when support is required</p> <p>I can identify how to be kind in online social environments</p> <p>I understand that peer pressure can make us do inappropriate or unkind things</p> <p>I understand that friends should behave in a certain way, whether they are online or offline</p> <p>I can suggest how a person may help/rescue others who are in difficult situation</p> <p>I can give my opinion as to why showing forgiveness is important</p> <p>I can describe a good choice I have made and the consequences of it. I can also explain the consequences of making a different choice</p>	<p>Through restorative practice, I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences. I can help guide others when I see them making a poor choice.</p> <p>I can identify the positive features that should be present in a family</p> <p>I know how to disagree with respect</p> <p>I know the difference between secrets and surprises (when to break confidentiality)</p> <p>I understand the concept of consent</p> <p>I know that “My body belongs to me” (private parts, exceptions (doctors), FGM prevention)</p> <p>I understand what it takes to be a good friend</p> <p>I empathise with people who are excluded</p> <p>I understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship</p> <p>I appreciate that friends should make us feel good and safe</p> <p>I can identify the reasons why some children bully</p> <p>I understand that violence is always wrong, our body belongs to us</p> <p>I have skills to avoid conflict and reconcile differences</p> <p>I understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not</p> <p>I know strategies for resolving conflict with peers</p> <p>I know that the law states that people should not have sex until they are over 16 and consent is given by those involved</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can give examples of times when I misinterpreted something.</p>
FGM	<p>I know who is in my family</p> <p>I have formed an attachment with an adult in the setting.</p> <p>I know who the safe person is who performs intimate care.</p> <p>I have a safe attachment to a carer but I also know other safe adults.</p> <p>I am starting to understand that we do not touch and cuddle all adults.</p> <p>I am starting to understand that my body is my own and I have a right to say “No” to physical contact.</p> <p>I am starting to use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>Safe nappy changing and toileting modelled daily with privacy and safe adults discussed.</p> <p>I have formed an attachment with an adult in the setting.</p> <p>I understand there are people who help us, like doctors.</p> <p>I understand that my body is my own and I have a right to say “No” to physical contact.</p> <p>I can use descriptive words to describe how I am feeling including hurt, unhappy.</p> <p>I recognise and describe special events for families and friends</p>	<p>I can independently use the gendered toilet cubicles outside the classroom and I am starting to understand privacy and body autonomy.</p> <p>I manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>I have formed positive attachments to adults and friendships with peers.</p> <p>I know to ask permission before I touch people</p>	<p>I Understand that other people need permission before they can touch us</p> <p>I understand that some parts of our bodies are more private than others, PANTS rule.</p> <p>I recognise that other people often want different things than I do.</p> <p>I understand that certain parts of our bodies are very private, and only we get to decide what happens to them</p> <p>I understand that secrets and surprises are different</p> <p>I know how to report concerns</p> <p>I can name my body parts, including external genitalia</p> <p>I know the similarities and differences between boys and girls, including ideas that challenge gender stereotypes</p>	<p>I know I have the right to protect my body from inappropriate and unwanted contact</p> <p>Y4 menstruators only – Understand the menstrual cycle and changes that happen to bodies during puberty</p> <p>I can suggest how a person may help/rescue others who are in difficult situation</p>	<p>I can Identify the positive features that should be present in a family</p> <p>I know how to disagree with respect</p> <p>I know the difference between secrets and surprises (when to break confidentiality)</p> <p>I understand the concept of consent</p> <p>I know that “My body belongs to me” (private parts, exceptions (doctors), FGM prevention)</p> <p>I understand that not all information is accurate, even if it appears to be</p> <p>I can identify inaccurate health information</p> <p>I know where to find accurate sources of health information</p> <p>I understand the physical changes that people go through during puberty, particularly ages 9-11</p> <p>I know about personal hygiene and how to stay clean as I get older.</p> <p>I know what menstruation is and when it happens.</p> <p>I know what to do when I start to menstruate (Menstruators)</p> <p>I know how to show consideration (for non-menstruators)</p>



Drug Education		I know what safe foodstuffs are and that it is not safe to eat non-foods.	I understand what medicine is and safe and unsafe liquids. I know hazardous symbols.	I can identify common dangers that I may encounter both at home and in the wider world. I know about dangerous chemicals and medicines.		I know how to stay safe with increasing independence in the community (crucial crew). I understand the risks of taking drugs, alcohol and tobacco I understand that some drugs help us and some do not I understand some of the reasons why people take recreational and addictive drugs I understand the risks of taking drugs, alcohol and tobacco I understand that not all information is accurate, even if it appears to be I can identify inaccurate health information I know where to find accurate sources of health information I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.
Faith abuse	I am curious about people and show an interest in stories about people I know who is in my family I have formed an attachment with an adult in the setting. I have a safe attachment to a carer but I also know other safe adults.	I am interested in different ways of life I understand that not everyone celebrates the same festivals I recognise and describe special events for families and friends I am interested in simple similarities and differences between people and places. I am starting to know there are other countries in the world.	I know there are other countries and that these are represented in different ways. I know some similarities and differences between different religious and cultural communities in this country. I know that people have different beliefs that affect their lives. I know that people have different traditions that affect their lives.	I see cultural diversity throughout the curriculum. I understand that school has anti-discrimination procedures and that the consequence may be different to other negative behaviours. I know what range of communities live near school I appreciate that they should treat people with respect and kindness, regardless of difference I can start to explain how certain beliefs affect decision making.	I see cultural diversity throughout the curriculum. I understand that school has anti-discrimination procedures; I understand why the consequence of being discriminatory may be different to other negative behaviours. I appreciate that there are many differences between families and all families are unique I understand that there are far more similarities than there are differences I understand there is no one set family structure I appreciate that any type of family can provide love and support I understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment I know the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non binary I can suggest how a person may help/rescue others who are in difficult situation I can explain 3 important actions that I could take to support a group I belong to I can give my opinion as to why showing forgiveness is important I can describe a good choice I have made and the consequences of it. I can also explain the consequences of making a different choice	I see cultural diversity throughout the curriculum. I understand that school has anti-discrimination procedures and I understand why the consequence of being discriminatory may be different to other negative behaviours. I understand the diversity of home lives I appreciate that many people have heritage from other countries and may have dual heritage I understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun I empathise with people who are excluded I understand what stereotypes are I can critique media and identify stereotypes in the world around them I know how to challenge stereotypes when they see them I can talk about the history of prejudice I understand how that history impacts people alive today I understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying I can identify the most common types of prejudice I can identify the protected characteristics in the equality act I know what to do if they encounter, experience or witness prejudice I understand why some people must leave their countries I appreciate why some people choose to come to the U.K. I know that most refugees stay near their country of origin I understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries I appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers)



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Gangs and youth violence</p>	<p>I know who is in my family I have formed an attachment with an adult in the setting. I have a safe attachment to a carer but I also know other safe adults. I am starting to use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I Join in with others' play. I have formed an attachment with an adult in the setting. I can use descriptive words to describe how I am feeling including hurt, unhappy. I am starting to comply with the boundaries of school, knowing there are rules.</p>	<p>I know right from wrong and try to behave accordingly. I know the school rules. I am beginning to find ways to resolve conflicts. I am beginning to understand how others might be feeling—to show empathy. I have increased confidence and resilience and this can include supporting peers. I am increasingly able to share, take turns and respond positively to other pupils. I am starting to understand the needs of other pupils and their own feelings. I show an understanding of my own feelings and those of others, and begins to regulate my behaviour accordingly.</p>	<p>I recognise that other people often want different things than ourselves I understand that friends should treat each other well and be fair I understand that being controlling of other people is bad and that excluding other children is hurtful I understand that friends should not tell us what to do, although we should listen politely I can explain why I do as some people ask but not others.</p>	<p>I appreciate that we have responsibilities to our friends I acknowledge that other people's emotions are important I understand that our actions can affect other people's feelings I know what we can do to maintain healthy relationships I understand that we are all part of a wider community if people, who we rely on I know we have a responsibility to support other people in our community when we are able to I know that we should treat the people in our community with respect I understand that we have the power and responsibility to make our communities better places to live I can identify how to be kind in online social environments I understand that peer pressure can make us do inappropriate or unkind things I understand that friends should behave in a certain way, whether they are online or offline I can suggest how a person may help/rescue others who are in difficult situation I can explain 3 important actions that I could take to support a group I belong to I can give my opinion as to why showing forgiveness is important I can describe a good choice I have made and the consequences of it. I can also explain the consequences of making a different choice</p>	<p>I know how to stay safe with increasing independence in the community (crucial crew). I understand what it takes to be a good friend I empathise with people who are excluded I understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship I appreciate that friends should make us feel good and safe I identify the reasons why some children bully I understand that violence is always wrong, our body belongs to us I have skills to avoid conflict and reconcile differences I understand that we all rely on the people around us I can identify the ways that we can help people around us without upsetting them I understand that changes in our behaviour can allow people to be included I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can give examples of times when I misinterpreted something.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Gun and Knife Crime</p>	<p>I can follow simple instructions from adults. I am starting to understand what gentle feels like.</p>	<p>I know which knives are safe for children to use. I know how to use a knife safely. I am starting to comply with the boundaries of school, knowing there are rules</p>	<p>I know right from wrong and try to behave accordingly. I know why gun/knife games are not appropriate and can cause upset. I am beginning to find ways to resolve conflicts. I am beginning to understand how others might be feeling—to show empathy. I have increased confidence and resilience and this can include supporting peers. I am increasingly able to share, take turns and respond positively to other pupils. I am starting to understand the needs of other pupils and their own feelings. I show an understanding of my own feelings and those of others, and begins to regulate my behaviour accordingly.</p>	<p>I understand why we have rules and how they help us learn and be happy I understand how to behave appropriately and how to contribute to school life I can explain why I do as some people ask but not others.</p>	<p>I understand what is meant by 'the rule of law' [link to British Values] I understand the basics of how laws are made and enforced I appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children) I appreciate that the world is not fair and it is our responsibility to help those less fortunate I can identify our common values (Link to 'British Values') I understand that we have the power and responsibility to make our communities better places to live I can suggest how a person may help/rescue others who are in difficult situation I can give my opinion as to why showing forgiveness is important I can describe a good choice I have made and the consequences of it. I can also explain the consequences of making a different choice</p>	<p>I know how to stay safe with increasing independence in the community (crucial crew). I understand that violence is always wrong, our body belongs to us I have skills to avoid conflict and reconcile differences I understand that we all rely on the people around us I can identify the ways that we can help people around us without upsetting them I understand that changes in our behaviour can allow people to be included I understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not I know strategies for resolving conflict with peers I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p>



Radicalisation, extremism and Terrorism	<p>I am curious about people and show an interest in stories about people I have formed an attachment with an adult in the setting.</p>	<p>I am starting to know there are other countries in the world. I have formed an attachment with an adult in the setting. I am interested in very simple similarities and differences between people and places. I am interested in different ways of life I understand that not everyone celebrates the same festivals</p>	<p>I know there are countries beyond my own and that these are represented in different ways. I know that there are different and significant celebrations. I know right from wrong and try to behave accordingly. I am beginning to find ways to resolve conflicts. I am beginning to understand how others might be feeling—to show empathy. I have increased confidence and resilience and this can include supporting peers. I am increasingly able to share, take turns and respond positively to other pupils. I am starting to understand the needs of other pupils and their own feelings. I show an understanding of my own feelings and those of others, and begins to regulate my behaviour accordingly. I know some similarities and differences between different religious and cultural communities in this country. I know that people have different beliefs that affect their lives. I know that people have different traditions that affect their lives.</p>	<p>I know a range of diverse influential people and can reflect on how they inspire me (class names) I know the British Values I see cultural diversity throughout the curriculum. I understand that school has anti-discrimination procedures and that the consequence may be different to other negative behaviours. I know what range of communities live near school I appreciate that they should treat people with respect and kindness, regardless of difference Os4) Fake News I understand that anybody can put things online I recognise the difference between truth and fiction I understand that things online are often not true I become more familiar with the term ‘Fake News’ I know the implications of inappropriate online searches. I am beginning to understand how things are shared electronically such as posting work to the Purple Mash display board. I can explain why I do as some people ask but not others. I can start to explain how certain beliefs affect decision-making. I can explain how I could solve a problem in the world by showing love.</p>	<p>I know a range of diverse influential people and can reflect on how they inspire me (class names) I know the British Values and why these are important. I see cultural diversity throughout the curriculum. I understand that school has anti-discrimination procedures; I understand why the consequence of being discriminatory may be different to other negative behaviours. I appreciate that there are many differences between families and all families are unique I understand that there are far more similarities than there are differences I understand there is no one set family structure I appreciate that any type of family can provide love and support I understand that all people deserve respect, even if they are different to other people I appreciate that we all have different abilities and find different things challenging I understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment I know the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non-binary I understand that we are all part of a wider community if people, who we rely on I know we have a responsibility to support other people in our community when we are able to I know that we should treat the people in our community with respect C3) How can we help the people around us? Understand that we have the power and responsibility to make our communities better places to live Os1) Online strangers Understand that people on the internet are not always who they say they are, and may have malicious intentions Os2) Sharing Online Understand that we must keep our personal information safe Os3) Friendship Online Identify how to be kind in online social environments Understand that peer pressure can make us do inappropriate or unkind things Understand that friends should behave in a certain way, whether they are online or offline Os5) Digital Media Become more digitally literate by being able to analyse digital content Os6) Verifying content Understand that information online must be checked before it is believed Understand some of the motivations behind putting false things online I understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact. I recognise the main component parts of hardware, which allow computers to join and form a network. My ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving. I can suggest how a person may help/rescue others who are in difficult situation I can explain 3 important actions that I could take to support a group I belong to I can suggest why there may be problems in the world and how people could help solve them</p>	<p>I know a range of diverse influential people and can reflect on how they inspire me (class names) I know the British Values and why these are important. I see cultural diversity throughout the curriculum. I understand that school has anti-discrimination procedures and I understand why the consequence of being discriminatory may be different to other negative behaviours. I understand the diversity of home lives I appreciate that many people have heritage from other countries and may have dual heritage I understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun I understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship I appreciate that friends should make us feel good and safe I understand that we don’t have to be the same as everyone else to have friends I appreciate that we should respect other people, irrespective of their unique characteristics I understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours I can identify the reasons why some children bully I understand that violence is always wrong, our body belongs to us I have skills to avoid conflict and reconcile differences I understand what stereotypes are I can critique media and identify stereotypes in the world around them I know how to challenge stereotypes when they see them I know that unconscious bias exists I understand why some people discriminate I know the protected characteristics I can talk about the history of prejudice I understand how that history impacts people alive today I understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment, and bullying I can identify the most common types of prejudice I can identify the protected characteristics in the equality act I know what to do if I encounter, experience, or witness prejudice I understand that we all rely on the people around us I can identify the ways that we can help people around us without upsetting them I understand that changes in our behaviour can allow people to be included I understand why some people must leave their countries I appreciate why some people choose to come to the U.K. I know that most refugees stay near their country of origin I understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries I appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers) I understand that social media comes with pressure I understand that we have a significant amount of control over our online lives I understand that our actions/lack of actions can have an impact on ourselves and those around us I understand that there are dangers online for younger people I recognise some of the signs of online danger I am able to analyse digital content</p>
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					<p>I can give my opinion as to why showing forgiveness is important</p> <p>I can describe a good choice I have made and the consequences of it.</p> <p>I can also explain the consequences of making a different choice</p>	<p>I understand that not everything they read is true or without bias</p> <p>I understand that bias can mislead readers, and that there are multiple perspectives to many stories</p> <p>I appreciate that everyone is at least a bit biased, so we have to be careful to balance our views and tolerate disagreements.</p> <p>I understand how different groups have their own motivations, often based around commercial or ideological reasons</p> <p>I understand how social media tends to limit the number of opposing views that we encounter</p> <p>I appreciate that there is both positive and negative content online</p> <p>I understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives</p> <p>I understand that images and videos that we see online are not always a true reflection of reality</p> <p>I understand how what I share impacts upon me and upon others in the long-term.</p> <p>I know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when I experience it or witness it as a bystander.</p> <p>I have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services.</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can give examples of times when I misinterpreted something.</p>
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Hate	<p>I am curious about people and show an interest in stories about people</p> <p>I am starting to use descriptive words to describe how I am feeling including hurt, unhappy. I have formed an attachment with an adult in the setting.</p>	<p>I am starting to know there are other countries in the world.</p> <p>I have formed an attachment with an adult in the setting. I can use descriptive words to describe how I am feeling including hurt, unhappy. Pupils are interested in very simple similarities and differences between people and places. I am interested in different ways of life I understand that not everyone celebrates the same festivals</p>	<p>I know there are countries beyond my own and that these are represented in different ways.</p> <p>I know that there are different and significant celebrations. I know right from wrong and try to behave accordingly. I am beginning to find ways to resolve conflicts. I am beginning to understand how others might be feeling—to show empathy. I have increased confidence and resilience and this can include supporting peers. I am increasingly able to share, take turns and respond positively to other pupils. I am starting to understand the needs of other pupils and their own feelings. I show an understanding of my own feelings and those of others, and begins to regulate my behaviour accordingly. I know some similarities and differences between different religious and cultural communities in this country. I know that people have different beliefs that affect their lives. I know that people have different traditions that affect their lives.</p>	<p>I know a range of diverse influential people and can reflect on how they inspire me (class names) I know the British Values I see cultural diversity throughout the curriculum. I understand that school has anti-discrimination procedures and that the consequence may be different to other negative behaviours. I know what range of communities live near school I appreciate that they should treat people with respect and kindness, regardless of difference Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. I can explain why I do as some people ask but not others. I can start to explain how certain beliefs affect decision-making. I can explain how I could solve a problem in the world by showing love.</p>	<p>I know a range of diverse influential people and with support, can reflect on how they inspire me (class names) I know the British Values and why these are important. I see cultural diversity throughout the curriculum. I understand that school has anti-discrimination procedures; I am beginning to understand why the consequence of being discriminatory may be different to other negative behaviours. I appreciate that there are many differences between families and all families are unique I can understand that there are far more similarities than there are differences I can understand there is no one set family structure I can appreciate that any type of family can provide love and support I can understand that all people deserve respect, even if they are different to other people I appreciate that we all have different abilities and find different things challenging I can understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment I can discuss the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non-binary I can understand that we are all part of a wider community if people, who we rely on I have a responsibility to support other people in our community when I am able to I know that I should treat the people in our community with respect I can understand that I have the power and responsibility to make our communities better places to live I can understand that information online must be checked before it is believed I can understand some of the motivations behind putting false things online I understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. I know more than one way to report unacceptable content and contact. I can suggest how a person may help/rescue others who are in difficult situation I can explain 3 important actions that I could take to support a group I belong to I can suggest why there may be problems in the world and how people could help solve them I can give my opinion as to why showing forgiveness is important I can describe a good choice I have made and the consequences of it. I can also explain the consequences of making a different choice</p>	<p>I know a range of diverse influential people and can reflect on how they inspire me (class names) I know the British Values and can reflect on how inspirational figures and I show them. I know why it is important to see cultural diversity throughout the curriculum. I understand that school has anti-discrimination procedures and I understand why the consequence of being discriminatory may be different to other negative behaviours. I understand the diversity of home lives I appreciate that many people have heritage from other countries and may have dual heritage I understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun I empathise with people who are excluded I understand that I don't have to be the same as everyone else to have friends I appreciate that I should respect other people, irrespective of their unique characteristics I understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours I can identify the reasons why some children bully I can understand that violence is always wrong, our body belongs to us I develop skills to avoid conflict and reconcile differences I can understand what stereotypes are I can critique media and identify stereotypes in the world around them I will learn how to challenge stereotypes when they see them I know that unconscious bias exists I understand why some people discriminate I know the protected characteristics I can explore the history of prejudice I can understand how that history impacts people alive today I can understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying I can identify the most common types of prejudice I can identify the protected characteristics in the equality act I know what to do if they encounter, experience or witness prejudice I can understand that we all rely on the people around us I can identify the ways that we can help people around us without upsetting them I can understand that changes in our behaviour can allow people to be included I understand why some people must leave their countries I appreciate why some people choose to come to the U.K. I know that most refugees stay near their country of origin I understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries I appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers) I can analyse digital content I understand that not everything they read is true or without bias I understand that bias can mislead readers, and that there are multiple perspectives to many stories I appreciate that everyone is at least a bit biased, so we have to be careful to balance our views and tolerate disagreements. I understand how different groups have their own motivations, often based around commercial or ideological reasons</p>
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						<p>I understand how social media tends to limit the number of opposing views that we encounter</p> <p>I understand how what I share impacts upon myself and upon others in the long-term.</p> <p>I know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when I experience it or witness it as a bystander.</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can give examples of times when I misinterpreted something.</p> <p>I can explain how stories can teach people about what is important and how to behave.</p>
Child sexual exploitation	<p>I know who is in my family</p> <p>I have formed an attachment with an adult in the setting.</p> <p>I know who the safe person is who performs intimate care.</p> <p>I have a safe attachment to a carer but I also know other safe adults.</p> <p>I am starting to understand that we do not touch and cuddle all adults.</p> <p>I am starting to understand that my body is my own and I have a right to say "No" to physical contact.</p> <p>I am starting to use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>Safe nappy changing and toileting modelled daily with privacy and safe adults discussed.</p> <p>I understand there are people who help us, like police and doctors.</p> <p>I am aware that I do not know people on TV/online.</p> <p>I understand that I do not touch and cuddle all adults.</p> <p>I understand that my body is my own and I have a right to say "No" to physical contact.</p> <p>I can use descriptive words to describe how I am feeling including hurt, unhappy.</p> <p>Forms an attachment with an adult in the setting.</p>	<p>I can independently use the gendered toilet cubicles outside the classroom and I am starting to understand privacy and body autonomy.</p> <p>I manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>I have formed positive attachments to adults and friendships with peers.</p> <p>I know to ask permission before I touch people</p> <p>I understand the NSPCC Pants Rule.</p>	<p>I understand that other people need permission before they can touch us</p> <p>I understand that some parts of our bodies are more private than others</p> <p>I can recognise that other people often want different things than ourselves</p> <p>I understand that certain parts of our bodies are very private, and only we get to decide what happens to them</p> <p>I understand that secrets and surprises are different</p> <p>I know how to report concerns</p> <p>I understand why we shouldn't share personal information</p> <p>I understand how to keep our personal information private and safe when we are online</p> <p>I understand that people online are strangers if we don't know them in real life</p> <p>I understand that we shouldn't share private and personal information with strangers</p> <p>I know the implications of inappropriate online searches. I am beginning to understand how things are shared electronically such as posting work to the Purple Mash display board.</p> <p>I can explain why I do as some people ask but not others.</p>	<p>I understand that people on the internet are not always who they say they are, and may have malicious intentions</p> <p>I understand that we must keep our personal information safe</p> <p>I understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. I know more than one way to report unacceptable content and contact.</p> <p>I recognise the main component parts of hardware, which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</p> <p>I can suggest how a person may help/rescue others who are in difficult situation</p>	<p>I can identify the positive features that should be present in a family</p> <p>I can learn how to disagree with respect</p> <p>I know the difference between secrets and surprises (when to break confidentiality)</p> <p>I understand the concept of consent</p> <p>I revisit that "My body belongs to me" (private parts, exceptions (doctors), FGM prevention)</p> <p>I understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship</p> <p>I appreciate that friends should make us feel good and safe</p> <p>I understand that social media comes with pressure</p> <p>I understand that we have a significant amount of control over our online lives</p> <p>I understand that our actions/lack of actions can have an impact on ourselves and those around us</p> <p>I understand that our personal information is valuable, sensitive and private to us</p> <p>I understand that giving away personal information can lead to both physical and emotional damage</p> <p>I understand that small details can be pieced together to gain a much more comprehensive set of information about a person</p> <p>I understand that there are dangers online for younger people</p> <p>I can recognise some of the signs of online danger</p> <p>I understand the physical changes that people go through during puberty, particularly ages 9-11</p> <p>I know the internal sex organs and how they are used to create a baby</p> <p>I know the basic facts about what happens during sex</p> <p>I know that the law states that people should not have sex until they are over 16 and consent is given by those involved</p> <p>I know about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams.</p> <p>I know about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software</p> <p>I understand how what they share impacts upon themselves and upon others in the long-term.</p> <p>I know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander.</p> <p>I have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services.</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can give examples of times when I misinterpreted something.</p>



<p>Forced Marriage</p>	<p>I know who is in my family I have formed an attachment with an adult in the setting. I have a safe attachment to a carer but I also know other safe adults. I am starting to understand that we do not touch and cuddle all adults. I am starting to understand that my body is my own and I have a right to say “No” to physical contact. I am starting to use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I am aware that I do not know people on TV/online. I understand that my body is my own and I have a right to say “No” to physical contact. I can use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I know what a wedding is. I know that people have different beliefs that affect their lives. I know that people have different traditions that affect their lives.</p>	<p>I understand that children and adults both have responsibilities to each other. I understand that we should feel loved, cared for and safe in our homes. I know what to do if our needs are not being met I can start to explain how certain beliefs affect decision-making. I can explain why I do as some people ask but not others.</p>	<p>I understand that families can change I understand that parents can split up and people can die I know that these events are not the fault of the child I appreciate that there are many differences between families and all families are unique I understand that there are far more similarities than there are differences I understand there is no one set family structure I appreciate that any type of family can provide love and support I can suggest how a person may help/rescue others who are in difficult situation</p>	<p>I understand why some people get married I appreciate that not everyone wants to get married I know that forced marriage is illegal I can identify the positive features that should be present in a family I will learn how to disagree with respect I know the difference between secrets and surprises (when to break confidentiality) I understand the concept of consent I can explain how stories can teach people about what is important and how to behave.</p>
<p>Honour based violence</p>	<p>I know who is in my family I have formed an attachment with an adult in the setting. I have a safe attachment to a carer but I also know other safe adults. I am starting to use descriptive words to describe how I am feeling including hurt, unhappy. I am starting to understand what gentle feels like.</p>	<p>I can assert myself as an individual person with likes and dislikes. I understand there are people who help us, like police and doctors. I understand that my body is my own and I have a right to say “No” to physical contact. I can use descriptive words to describe how I am feeling including hurt, unhappy.</p>	<p>I know that people have different beliefs that affect their lives. I know that people have different traditions that affect their lives.</p>	<p>I understand that children and adults both have responsibilities to each other. I understand that we should feel loved, cared for and safe in our homes. I know what to do if my needs are not being met I can start to explain how certain beliefs affect decision making. I can explain why I do as some people ask but not others.</p>	<p>I appreciate that there are many differences between families and all families are unique I understand that there are far more similarities than there are differences I understand there is no one set family structure I appreciate that any type of family can provide love and support I can suggest how a person may help/rescue others who are in difficult situation</p>	<p>I identify the positive features that should be present in a family I will learn how to disagree with respect I know the difference between secrets and surprises (when to break confidentiality) I understand the concept of consent I revisit that “My body belongs to me” (private parts, exceptions (doctors), FGM prevention) I know that violence is always wrong, my body belongs to me I will develop skills to avoid conflict and reconcile differences I understand that we all rely on the people around us I will identify the ways that we can help people around us without upsetting them I understand that changes in our behaviour can allow people to be included</p>
<p>Staying safe in the environment</p>	<p>I know who the safe person is who performs intimate care.</p>	<p>I know how many children can play in one area. I know that perimeter fences and gates are to keep us safe. I know routines in school keep us safe eg. End of day. I know what is expected in school in very simple terms,e.g. where we put our coat, we sit down when we eat, we listen to stories together. I know where resources go and how to safely put toys away</p>	<p>I have an increased understanding of behaviour expectations and why the expectations exist. I know right from wrong and try to behave accordingly. I can safely use and explore a variety of materials, tools, and techniques when creating.</p>	<p>I know how to be safe at key times, eg. Fire safety for Bonfire night, Road safety when the evenings grow dark I know how to use sharp tools safely in D&T I know how we stay safe in school eg. Colours of lanyards, cameras and gates, fire and lockdown procedures I can identify common dangers that I may encounter both at home and in the wider world: <ul style="list-style-type: none"> ○ Chemicals and medicines ○ Roads and cars ○ Riding bicycles & scooters ○ Environmental ○ Railways ○ Water ○ Fires I know what to do in an emergency situation, how to tell adults and call the emergency services</p>	<p>I know how to be safe at key times, eg. Fire safety for Bonfire night, Road safety when the evenings grow dark etc. I know how to stay safe near water (swimming lessons) I know how to use sharp tools safely in D&T I know how we stay safe in school eg. Colours of lanyards, cameras and gates, fire and lockdown procedures etc. I can suggest how a person may help/rescue others who are in difficult situation</p>	<p>I know how to stay safe at key times, eg. Fire safety for Bonfire night, Road safety when the evenings grow dark etc. I know how to use sharp tools safely in D&T I am aware of how to stay safe as I become increasing independent in the community (Crucial Crew) I know how we stay safe in school eg. Colours of lanyards, cameras and gates, fire and lockdown procedures etc. I can Identify common hazards I know basic first aid techniques I understand how to react in an emergency. I understand when and how to make an emergency 999 call</p>
<p>Protecting digital identity</p>	<p>I know I have my own peg and my own belongings.</p>	<p>I know my work is my own and that we put names on paper to show ownership. I know only I can express how I feel and show this on the daily zones of regulation check in. I can choose my dinner online.</p>	<p>I am aware that we need passwords to protect our work and will use them with an adult eg: for teachers to log onto their computers or a passcode for the iPads.</p>	<p>I can log in safely. I can start to understand the idea of ownership’ of their creative work. I understand the importance of logging out when they have finished. I understand the importance of keeping information, such as my usernames and passwords, private and I actively demonstrate this in lessons.</p>	<p>I understand how children can protect myself from online identity theft I understand that information put online leaves a digital footprint or trail and that this can aid identity theft. I can identify the risks and benefits of installing software including apps. I understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. I demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, I can explain the negative implications of failure to keep passwords safe and secure. I recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</p>	<p>I have refreshed my memory about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams. I have refreshed my memory about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software I recognise the value in preserving their privacy when online for my own and other people’s safety. I understand the value of computer networks but are also aware of the main dangers. I recognise what personal information is and can explain how this can be kept safe.</p>



Purple = taught through computing

Green = taught through PSHE

Red = Taught through RE