

Core Theme 1 – Year 1 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Affecting others	A	<ul style="list-style-type: none"> To recognise what is, kind and unkind, what is right and wrong. 	What is fairness/kindness?	Billy and the Dragon – Nadia Shireen
Relationships (Special people)	A	<ul style="list-style-type: none"> Learn to identify family relationships Learn to identify friends Learn to identify carers (teachers from different settings, neighbours) <p>School value - Respectful</p>	What different types of relationships can you name?	<p>My Grandma is wonderful, My Grandpa is amazing, My mum is fantastic, My dad is brilliant – Nick Butterworth</p> <p>Look Up! – Nathan Bryon (Family and dreams)</p> <p>Me and my Sister – Rose Robbins (Autistic Sibling)</p> <p>I Don't Like Birthday Parties – Maureen Gaspari (Sensitive children)</p> <p>Pablo and the noisy Party – Andrew Brenner – (Autism)</p> <p>Can Bears Ski? – Raymond Antrobus (Deafness)</p>
We are all different	D	<ul style="list-style-type: none"> Identify different sorts of families and respect the difference – e.g. Stepfamilies, adopted, divorced, 2 mums/2 dads (be prepared to handle sensitive conversations about family situation). <p>School value - Respectful</p>	What different types of families can you name?	<p>The family Book – Todd Carr</p> <p>This is our House – Michael</p> <p>Different families same love (poster)</p> <p>Julian is a Mermaid – Jessica Love (We are all different)</p> <p>The Blanket Bear – Samuel Langley-Swain (Adoption)</p> <p>Ossiri and the Bala Mengro – Richard O'Neil (Girl from a traveller family)</p> <p>Who's Your Real Mum? – Bernadette Green (Two mums)</p> <p>My Daddies – Gareth Peter (Families)</p>
Personal Space	C	<ul style="list-style-type: none"> Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable – how to respond (who to tell and how to tell them). NSPCC – The Underwear Rule <p>School value - Responsibility</p>	<p>How should I respond when...?</p> <p>Who could I talk to?</p> <p>What is appropriate/inappropriate touching?</p>	<p>NSPCC Underwear rule online resources</p> <p>NSPCC Speak Out assembly (KS1)</p>
Bullying	C	<ul style="list-style-type: none"> Identify the difference between falling out and bullying. STOP – Several Times On Purpose. (what the difference between on purpose and accidental) How to respond to bullying and know who you can talk to. <p>School value - Equality</p>	<p>What is the difference between falling out and bullying?</p> <p>Who can you talk to if you are being bullied?</p>	

End points for Year 1	<p>By the end of Year 1 children should be able to :</p> <ul style="list-style-type: none"> • To identify how relationships are different ie friends, teachers, neighbours. • To explain that there are different types of families and show respect for there differences. • Understand what physical contact is acceptable/ unacceptable and what to do if they feel unsafe. • Identify different types of bullying and know who to speak to if it is happening.
Vocabulary	<p>Bullying-hurting someone repeatedly and on purpose Kindness-listening, feeling and understanding other peoples feelings Fairness-take your fair share, take turns and share with others Touch-to make contact with Respect-accept others for who they are even when they are different from you</p>

Core Theme 1 – Year 2 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Relationships	A	<ul style="list-style-type: none"> To recognise our behaviour affects other people and to show respect. Learn to identify family relationships and their role. Learn to identify friends and their role. Learn to identify carers (teachers from different settings, neighbours) and their role. <p>School value - Respectful</p>	What makes a friend?	<p>Found You – Devon Holzwarth (Friendship - shyness)</p> <p>We are Together – Britta Teckentrup (Friendship)</p>
Secrets and surprises	C	<ul style="list-style-type: none"> The difference between secrets and surprises and the importance of not keeping adults secrets – only surprises. Explain that we never keep secrets, only surprises. A surprise is time limited and should make you feel happy. A secret could be something with no end that makes you feel sad. If that happens you must tell somebody. <p>School value - Responsibility</p>	<p>What is a secret?</p> <p>What is a surprise?</p>	Let's talk – Do you have a secret? – Marta Fabrega
We are all different	D	<ul style="list-style-type: none"> Learn to identify and respect differences and similarities between people with a focus on disability & explore disability in sport, Paralympics etc. Revisit different types of families. Visible & Invisible differences. Discuss the principles of opinions and valuing each other and their opinions. <p>School value - Equality</p>	<p>How are we different?</p> <p>Why is it good that we are all different?</p>	<p>Picnic in the Park – Joe Griffiths</p> <p>I am Helen Keller – Brad Meltzer (disability deafness and blindness)</p> <p>Lizzie and Lucky – Megan Rix (disability deafness)</p> <p>Little People, Big Dreams Stevie Wonder – M Sanchez Vegara (disability blindness)</p> <p>See What I Can Do! – Jon Roberts (accepting and embracing differences)</p> <p>Max the Champion – Sean Stockdale (disability) – sport</p> <p>Splash – Claire Cashmore (disability) – sport</p> <p>The Lost Homework – Richard O'Neil (Boy from a traveller family)</p> <p>Amazing – Steve Antony (disability) – sport</p> <p>Hair Love – Matthew Cherry (Appearance)</p> <p>Earmuffs To The Moon – Hafiza Issa (Autism)</p>
Personal Space	C	<p>Revisit from Y1:</p> <ul style="list-style-type: none"> Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable – how to respond (who to tell and how to tell them). NSPCC – The Underwear Rule <p>School value - Responsibility</p>	<p>How should I respond when...?</p> <p>Who could I talk to?</p> <p>What is appropriate/inappropriate?</p>	<p>NSPCC Underwear rule online resources within their website.</p> <p>NSPCC Speak Out assembly</p>
Special People	A	<ul style="list-style-type: none"> Learn about people who look after them, their family networks, who to go to if they are worried and how to get their attention <p>School value - Responsibility</p>	Who can I talk to if....	Families, Families, Families – Suzanne Lang (Different families)
Hurting others/ Bullying	C	<ul style="list-style-type: none"> Strategies on how to resolve conflicts. There are different types of bullying. (physical, emotional and online) 	<p>How can we sort this out?</p> <p>Why do people bully?</p>	<p>Say no to bullying (SEALs)</p> <p>Billy and the Beast – Nadia Shireen (Being unkind)</p>

		<ul style="list-style-type: none"> • STOP – Several Times On Purpose. (what the difference is between is between on purpose and accidental) • How to respond to bullying and know who you can talk to. <p>School value - Equality</p>	<p>How can I stop bullies? Who can I speak to?</p>	
End points for Year 2	<p>By the end of Year 2 children should be able to :</p> <ul style="list-style-type: none"> • To understand the qualities that makes and good friend and describe them. • To describe how they can respect others regardless of their differences. (disability) • Understand the difference between a secret and a surprise and be able to explain the difference. • Identify who they can turn to if they need support or help. (different examples of a trusted adult) • To know what bullying looks like and explain what they should do if they see bullying. 			
Vocabulary	<p>Friendship-someone you like spending time with Differences-although some people may look the same or do the same things we all have differences Worry-to feel concern or upset Physical contact-body touching someone else Respectful relationships-respecting other peoples differences for example character or personality</p>			

Core Theme 1 – Year 3
Relationships

Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Relationships	A & B	<ul style="list-style-type: none"> To recognise different types of relationships, including those between acquaintances, friends and families. To develop the skills to maintain positive healthy relationships with their friends. To understand that the same principles apply to online relationships as to face-to-face relationships, including respect for others. <p>School value - Respect</p>	What makes relationships different? What makes a good friend? What would make an even better friend? Who can I trust?	The Proudest Blue – Ibtihaaj Muhammad (Family) Mark Spark in the dark – Jacqueline Wilson (Family and afraid of the dark) Ellie and the Cat – Malorie Blackman – (Behaviour)
Active Listening		<ul style="list-style-type: none"> Learn to listen to others Understand what active listening is Demonstrate active listening in and out of school. <p>School value – Life-long learners</p>	How can I show I am actively listening?	
Bullying		<ul style="list-style-type: none"> To realise the nature and consequences of teasing, bullying and aggressive behaviours – how to respond and ask for help. <p>School value - Resilience</p> <ul style="list-style-type: none"> STOP – Several Times On Purpose. Revisit On-line safety – keeping information private e.g. passwords, identity etc. (covered in computing lessons) Risks involved in sharing personal information.(covered in computing lessons) <p>School value - Independence</p>	What is bullying? How can we stop bullying? How can we keep ourselves safe online from bullying?	https://www.youtube.com/watch?v=599I1E-rWTU (internet safety)
We are all different (stereotypes)	D	<ul style="list-style-type: none"> Challenging gender stereotypes in the context of: (link to Equality Act, protected characteristics sex) ➤ Expectations of roles (jobs/domestic) ➤ Dress and interests/hobbies <p>School value - Equality</p>	How are we different?	Gender stereotypes – see resources Pass it Polly - Sarah Garland Jump – Michelle Magorian She Persisted in Sports – Chelsea Clinton (disability) – sport Gregory Cool – Caroline Binch (Different culture) The Fantastic Book of Feelings - Marcia Williams (Feelings) Lizzie and Lucky – Megan Rix (disability deafness) The Bumble Bear – Nadia Shireen
End points for Year 3		By the end of Year 3 children should be able to : <ul style="list-style-type: none"> To know how relationships might be different and what makes a positive healthy relationship. To understand how to be respectful online and give examples. Explain why they should listen to others and show active listening skills. 		

	<ul style="list-style-type: none">• To have the confidence to challenge gender stereotypes and to understand how the equality act is there to protect people.
Vocabulary	<p>Teasing-to make fun of</p> <p>Bullying-to hurt some repetitively</p> <p>Active listening-to give a speaker your undivided attension</p> <p>Aggressive behaviour-the action or threat to harm someone else</p> <p>Gender sterotypes-unfair or untrue belief about the roles of men and women</p>

Core Theme 1 – Year 4 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Relationships	D	<ul style="list-style-type: none"> To understand that the characteristics of healthy family life include: <ul style="list-style-type: none"> Roles and responsibilities Being a positive role model the importance of spending time together and sharing each other's lives To feel confident to raise their own concerns. <p>School value - Independence</p>	What is a healthy family life? What is an opinion? Why do we have different opinions?	Sonia Sharma very Best Big Sister – Chitra Soundar (Family) Cally and Jimmy Twins in Trouble – Zoe Antoniades (Family)
Affecting others	A & B	<ul style="list-style-type: none"> Learn that their actions affect themselves and others. To recognise what is fair and unfair <p>School value - Kind</p>	What things are fair? What things are unfair?	
Bullying	C	<ul style="list-style-type: none"> To realise the nature and consequence of discrimination Name calling including comments linked to race, gender, homophobia, disability, age (link to Equality Act sexual orientation, age, race) Revisit On-line safety – social network dos and don'ts. (covered in computing lessons) <p>School value - Resilience</p>	What is bullying? How can we stop bullying? Why do people bully?	Say no to bullying (SEALs) Cyborg Cat – Ade Adepitan (Disability) Reading the Game – Tom Palmer (Not being able to read) An Alien in the Jam Factory – Chrissie Sains (cerebral palsy) Harper and the Scarlet Umbrella – Cerrie Burnell (friendship)
We are all different (stereotypes)	D	<ul style="list-style-type: none"> Challenging gender stereotypes in the context of: <ul style="list-style-type: none"> Sport and physical achievement Feelings and expressing emotions Explore how people may be judged by the way they look. To recognise the need to challenge stereotypes in how we view the world and judge people and the negative impact that this can have. <p>School value - Responsibility</p>	What is a stereotype?	We're all Wonders – RJ Palacio (Appearance - kindness and acceptance) Polonius the Pit Pony – Richard O'Neil (Traveller family) Perfect – Nicola Davies (Disability and acceptance) Harriet Versus the Galaxy – Samantha Baines (deafness) A Dog called Flow – Pippa Goodhart (Dyslexia) The No.1 Car Spotter in the World! - Atinuke (Cultures) The Dog that saved Christmas – Nicola Davies (Cultures)
End points for Year 4		By the end of Year 4 children should be able to : <ul style="list-style-type: none"> Identify the characteristics of healthy family life and be confident to raise any concerns. Identify discriminatory language (race, gender, homophobia, disability, age) and the impact this has on others Identify stereotypes associated with how people look and challenge these. 		

	<ul style="list-style-type: none"> • Know how to challenge gender stereotypes confidently and respectfully.
Vocabulary	<p>Discrimination-treating people differently from others</p> <p>Homophobia-when someone is scared or dislikes someone who is gay</p> <p>Judgement-a decision or opinion about someone or something that you form after thinking carefully</p> <p>Disability-a person who has long-term physical, mental, intellectual or sensory impairment</p> <p>Gender stereotypes- unfair or untrue belief about the roles of men and women</p>

Core Theme 1 – Year 5 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Secrets and lies (outside influences) Grooming and county lines)		<ul style="list-style-type: none"> The concept of keeping something confidential or secret – when we should or should not agree to something and when it is right to break a confidence or share a secret. <p>School value - Responsibility</p>	How do I know when I should share a secret?	
Relationships	B A A	<ul style="list-style-type: none"> To recognise what constitutes a positive, healthy relationship. (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust) Understand when a relationship could be seen as unhealthy e.g. controlling/domestic abuse. How to seek help if you are concerned about a unhealthy relationship. <p>School value - Respect</p>	What makes a good friend? What would make you an even better friend? Who can I trust?	Fortalice workshop The Suitcase Kid – Jacqueline Wilson (Divorced parents)
Personal space	C	<ul style="list-style-type: none"> To judge what kind of physical contact is acceptable or unacceptable and how to respond. Understand that they have autonomy and the right to protect their body from inappropriate and unwanted contact. To know how to report concerns or abuse, and have the vocabulary and confidence to do so <p>School value - Respect</p>	How do I affect others? What is acceptable/unacceptable? Who can I talk to? What is abuse? What are my rights? How do I know what is right/wrong?	The NSPCC Right Touch Surprises vs secrets NSPCC Speak Out workshop and assembly CEOP
Marriage and civil partnerships	A	<ul style="list-style-type: none"> Understand the law regarding marriage and civil partnership. Learn that marriage and civil partnerships are examples of stable, loving relationships. Understand that not all couples choose to marry or be in a civil partnership and that some people are single. Understand why people may get married or have a civil partnership: <ul style="list-style-type: none"> ➤ To make a religious commitment ➤ As a public demonstration of their commitment ➤ Because they love and care for each other and want to spend their lives together ➤ To have a family <p>School value – Life long learners</p>		

We are all different (equality)	D	<ul style="list-style-type: none"> Know that everyone is unique and that similarities and differences between people arise from a number of factors – including disability, race, religion or belief, sex (male or female), age, marriage and civil partnership, sexual orientation. Link the above protected characteristics to the Equality Act Understand the need to respect everyone regardless of any differences, even if we don't agree over some things. <p>School value – Proud (be proud of your differences)</p>	<p>How are people different? Why do we treat people in different ways? What is equality? What laws are in place to ensure equality? What are some of the protected characteristics?</p>	<p>How do we all live together? www.equalityhumanrights.com Proud to be Deaf – A, L and N Beese (Deafness) I am Not a Label – Cerrie Burnell (disability) Double Felix – Sally Harris (compulsive behaviour) Planet Omar – Zanib Mian (diverse and inclusive) Me and Mister P, Ruby's Star – Mari Farrer (family and friendship) Me and Mister P, Joe's New World – Mari Farrer (family and friendship)</p>
Bullying	C	<ul style="list-style-type: none"> To realise the nature and consequences of discrimination, bullying and aggressive behaviours and the legal context. On-line safety – (Are people who they say they are?) (covered in computing lessons) <p>School value - Resilience</p>	<p>What is bullying? How can we stop bullying? Why do people bully?</p>	<p>SEALS – say no to bullying https://www.youtube.com/watch?v=dkwkkwOntmc (on-line safety)</p>
End points for Year 5	<p>By the end of Year 5 children should be able to :</p> <ul style="list-style-type: none"> To be able to explain the difference between confidential and keeping a secret and the importance of this. Identify the characteristics of a positive relationship (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust) Identify the characteristics of a negative relationship (controlling/violent) and know how to report concerns or abuse. Know that marriage/civil partnership represents a formal and legally recognised commitment of two people. Identify the consequences of discrimination, bullying and aggressive behaviours and the legal context. Know some of the protected characteristics outlined in the Equality Act. 			
Vocabulary	<p>Mutual respect-we treat people the way we want to be treated Abuse-treat with cruelty or violence regularly or repeatedly Legal-permitted by the law-is allowed Discrimination- treating people differently from others Consequences-something you do after your child behaves in a certain way</p>			

Core Theme 1 – Year 6 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Relationships	C	<ul style="list-style-type: none"> To recognise ways in which relationships can be unhealthy and who to talk to if they need support. <p>School value - Resilience</p>	Who can I trust? What is a secret? Is it ok to lie?	
Marriage and civil partnerships	A	<ul style="list-style-type: none"> To be aware that marriage is a commitment freely entered into by both people. Understand that no one should enter into a marriage if they don't want to do so. Understand the difference between an arranged marriage and a forced marriage and the legal framework. <p>School value – Life long learners</p>		
Working together	A	<ul style="list-style-type: none"> Develop strategies to resolve disputes and conflicts e.g negotiation and appropriate compromise. To give constructive feedback to support others as well as themselves. Work collaboratively towards shared goals. <p>School value – Self-belief</p>	What is compromise? How can I work well with others?	
Peer Pressure	B	<ul style="list-style-type: none"> To recognise and manage peer pressure, including dares. Manage risk and consider the impact of actions on themselves and others. Understand accountability of own actions and relate this to the law. <p>School value – Risk and learn from their mistakes</p>	What is peer pressure? What is a dare? What are positive and negative risks?	Visit form Community Police
Outside Influences (grooming)	C	<ul style="list-style-type: none"> To understand that everyone is entitled to their own opinions and they can express their opinions, within the law. To understand that some people may express extreme views which include a desire to harm, hurt or be disrespectful to others. To be aware that people may try to influence you to develop a desire to hurt, harm, disrespect others, personal financial gain which could be influenced by their political or religious viewpoint. To be aware that people may try to influence you To understand how to seek help if you feel someone is influencing you in a negative way. <p>School value – Life long learners</p>		preventforschools.org
We are all different (stereotypes)	D	<ul style="list-style-type: none"> Revisit the 8 protected characteristics and the Equality Act. 	What is a stereotype? Why do people stereotype?	Lailah's Lunchbox – Reem Faruqi (Fasting)

		<ul style="list-style-type: none"> Identify and challenge stereotypes linked to cultural and religious identity e.g. what assumptions may people make about a range of people by their appearance or by groups they belong to? <p>School value - Equality</p>		Max and the Millions – Ross Montgomery (Deafness)
End points for Year 6	<p>By the end of Year 6 children should be able to:</p> <ul style="list-style-type: none"> Identify different forms of abuse and how to seek help or advice. Understand the difference between an arranged marriage and a forced marriage and their legal rights Understand how to resolve conflicts that may arise through relationships and give examples of these. Understand that people may try to influence them in a negative way and understand how to seek help Identify cultural and religious stereotypes and challenge these respectfully and confidentially. 			
Vocabulary	<p>Privacy- having the right to keep things personal and private Conflict-a serious disagreement or argument Influences- the power to have an important effect on someone or something Negotiation-discussion meant to help people agree on something Political-opinions based on the government decisions and how they affect people</p>			

The resources suggested above may be added to by staff who will select appropriate resources that reflect the learning point. CORAM website is used to support all aspects of PSHE. Staff will only use suitable resources that meet the learning points.