

	EYFS
EYFS (Following	In EYFS we follow Development Matters to track children's progress across the year. We use the following:
Interests)	Personal, Social, Emotional Development - Self Regulation, Managing Self & Building Relationships
	Communication & Language - Listening, Attention and Understanding & Speaking



			Ye	ear 1						
Area	Being Me in My World	Relationships	Healthy Me	Celebrating Differences	Dreams and Goals	Changing Me				
SMSC	Every Jigsaw les	sson from Early Years to uppe	er primary offers opportunities	s for children's <b>spirit</b> u	al, moral, social and cultural (SN	ISC) development, and this is				
	clearly mapped	and balanced across each ye	ear group. Likewise, Jigsaw is c	lesigned to provide s	tructured opportunities in every le	esson to practise and enhance the				
	five skills assoc	iated with the emotional lite	eracy (self-awareness, social s	skills, empathy, moti	vation and managing feelings).					
British	ritish Jigsaw PSHE supports the British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has									
Values	been mapped le	been mapped lesson by lesson against the British Values agenda.								
Taught	- Understand	- Know that everyone's	- Know the difference	- Know what	- Know how to set simple goals	- Know which parts of the body are				
knowledge (key	their own rights and	family is different	between being healthy and unhealthy	bullying means	- Know how to achieve a goal	private and that they belong to that person and that nobody has				
objectives in bold)	responsibilit ies with their	- Know that families are founded on belonging, love and care	<ul> <li>Know some ways to keep healthy</li> </ul>	- Know who to tell if they or someone else is	- Know how to identify obstacles which make achieving their goals difficult and work out how	<ul> <li>Know who to ask for help if they</li> </ul>				
Social &	classroom			being bullied or	to overcome them	are worried or frightened				
emotional skills	- Understand that their	<ul> <li>Know that physical contact can be used as a greeting</li> </ul>	- Know how to make healthy lifestyle choices	is feeling unhappy	<ul> <li>Know when a goal has been achieved</li> </ul>	<ul> <li>Know that animals including humans have a life cycle</li> </ul>				
	choices have consequenc es	<ul> <li>Know how to make a friend</li> </ul>	<ul> <li>Know that all household products, including medicines, can be harmful if not used properly</li> </ul>	- Know that people are unique and that it	<ul> <li>Know how to work well with a partner</li> <li>Know that tackling a challenge can stretch their learning</li> </ul>	<ul> <li>Know that changes happen when we grow up</li> </ul>				
	- Understand that their	- Know who to ask for help in the school community	<ul> <li>Know that medicines can help them if they feel</li> </ul>	is OK to be different	<ul> <li>Recognise things that they do well</li> </ul>	- Know that people grow up at different rates and that is normal				
	views are important	<ul> <li>Know that there are lots of different types of families</li> </ul>	poorly - Know how to keep safe	- Know skills to make friendships	- Explain how they learn best	- Know that learning brings about change				
	- Understand the rights and	- Know the characteristics of healthy and safe	<ul> <li>Know how to keep</li> <li>Know how to keep</li> </ul>	- Know that people have	<ul> <li>Recognise their own feelings when faced with a challenge/obstacle</li> </ul>	- Know the names of male and female private body part				
	responsibilit ies of a member of a class	friends - Know about the different people in the school	themselves clean and healthy Know that germs cause disease/illness	differences and similarities	<ul> <li>Recognise how they feel when they overcome a challenge/obstacle</li> </ul>	- Know that there are correct names for private body parts and nicknames, and when to use them				



<ul> <li>Understand that they are safe in their class</li> <li>Identifying helpful behaviours to make the class a safe place</li> <li>Understand that they have choices</li> <li>Understandi ng that they are special</li> <li>Identify what it's like to feel proud of an achievemen t</li> <li>Recognise feelings associated with positive and negative consequenc es</li> <li>understand negative consequenc es</li> </ul>	help - Kn - Can express how it feels to be part of a family and to care for family members - Can say what being a good friend means - Re agood friend means - Re aft - Can identify forms of physical contact they prefer - Re fright - Can say no when they receive a touch they don't like - Fee the - Can show skills of friendship - Re and others - Re and others - Re fright - Can say why they appreciate a special relationship	<ul> <li>Identify what is bullying and what isn't</li> <li>Understand how being bullied might feel</li> <li>Recognise ways to look fter themselves if they bel poorly</li> <li>ecognise when they feel rightened and know how bo ask for help</li> <li>eel good about hemselves when they hake healthy choices</li> <li>ealise that they are poecial</li> <li>Know ways to help a person who is being bullied</li> <li>Identify emotions associated with making a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<ul> <li>Celebrate an achievement with a friend</li> <li>Can store feelings of success so that they can be used in the future</li> </ul>	<ul> <li>Understand and accept that change is a natural part of getting older</li> <li>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>Can express why they enjoy learning</li> <li>Can suggest ways to manage change,e.g. moving to a new class</li> </ul>
---	--	---	--	---



Key Vocab	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Proud, Success, Treasure, Coins, Learning, Stepping-stones , Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Proud, Success, Treasure, Coins, Learning, Stepping- stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping
-----------	---	---	---	--	---	--	---	---



			Year 2			
Area	Being Me in My World	Relationships	Healthy Me	Celebrating Differences	Dreams and Goals	Changing Me
SMSC	clearly mapped and ba	om Early Years to upper primary offers alanced across each year group. Likewi vith the emotional literacy (self-aware	se, Jigsaw is designed to provide struc	tured opportunities i	n every lesson to prac	
British Values Taught knowledge	Jigsaw PSHE supports	<ul> <li>the British Values of Democracy, Rule of Jesson against the British Values age</li> <li>Know that there are lots of forms of physical contact within a family</li> </ul>	of Law, Individual Liberty, Mutual Res			ths and beliefs. It has - Know the physical differences
knowledge (key objectives in bold) Social & emotional skills	<ul> <li>rights and responsibilities of class members</li> <li>Know about rewards and consequences and that these stem from choices</li> <li>Know that it is important to listen to other people</li> <li>Understand that their own views are valuable</li> <li>Know that positive choices impact positively on self-learning and the learning of others</li> </ul>	<ul> <li>physical contact within a family</li> <li>Know how to stay stop if someone is hurting them</li> <li>Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>Know what trust is</li> <li>Know that everyone's family is different</li> <li>Know that families function well when there is trust, respect, care, love and co-operation</li> <li>Know some reasons why friends have conflicts</li> </ul>	<ul> <li>healthy</li> <li>Know what relaxed means</li> <li>Know why healthy snacks are good for their bodies</li> <li>Know which foods given their bodies energy</li> <li>Know that it is important to use medicines safely</li> <li>Know what makes them feel relaxed/stressed</li> <li>Know how medicines work in their bodies</li> <li>Know how to make some healthy snacks</li> </ul>	<ul> <li>difference between a one-off incident and bullying</li> <li>Know that sometimes people get bullied because of difference</li> <li>Know that friends can be different and still be friends</li> <li>Know there are stereotypes about boys and girls</li> </ul>	<ul> <li>choose a realistic goal and think about how to achieve it</li> <li>Know that it is important to persevere</li> <li>Know how to recognise what working together well looks like</li> <li>Know what good group-working looks like</li> <li>Know how to share success with other people</li> </ul>	<ul> <li>differences between male and female bodies</li> <li>Know that private body parts are special and that no one has the right to hurt these</li> <li>Know who to ask for help if they are worried or frightened</li> <li>Know there are different types of touch and that some are acceptable and some are unacceptable</li> </ul>



-	Identifying hopes	- Know that friendships have ups and	-	Feel positive about caring for their	-	Know where to	-	Recognise how	-	Know the correct
	and fears for the year ahead	downs and sometimes change with time		bodies and keeping it healthy		get help if being bullied		working with others can be		names for private body parts
			-	Have a healthy relationship with food				helpful		Margaret Margaret
-	Know how to make their class a safe and	- Know how to use the Mending Friendships or Solve it together	-	Desire to make healthy lifestyle	-	Know that it is OK not to	-	Be able to work	-	Know that life cycles exist in
	fair place	problem-solving methods		choices		conform to gender		effectively with a partner		nature
-	Show good listening	<ul> <li>Can identify the different roles and responsibilities in their family</li> </ul>	-	Identify when a feeling is weak and when a feeling is strong		stereotypes			-	Know that aging is a natural process
	skills	- Can recognise the value that families		Express how it feels to share healthy	-	Know it is good to be yourself	-	Be able to choose		including old age
-	Be able to work co-operatively	can bring	-	food with their friends		-		a partner with whom they work	-	Know that some
		- Can recognise and talk about the			-	Know the difference		well		changes are out of an individual's
-	Recognise own feelings and know	types of physical contact that is acceptable or unacceptable				between right and wrong and	-	Be able to work as		control
	when and where to get help	- Can identify the negative feelings				the role that choice has to		part of a group	-	Know how their
_	Recognise the feeling	associated with keeping a worry				play in this	-	Be able to		bodies have changed from
	of being worried	secret			-	Explain how		describe their own		when they were a
		- Can identify who they trust in their own relationships				being bullied can make		achievements and the feelings linked		baby and that they will continue to
						someone feel		to this		change as they age
		- Can use positive problem-solving techniques (Mending Friendships or			-	Know how to		Recognise their		
		Solve it together) to resolve a friendship conflict				stand up for themselves		own strengths as a	-	Can say who they would go to for
		- Can identify the feelings associated				when they need to		learner		help if worried or scared
		with trust					-	Recognise how it		
		- Can give and receive compliments			-	Understand that everyone's		feels to be part of a group that	-	Can say what types of touch they find
		<ul> <li>Can say who they would go to for help if they were worried or scared</li> </ul>				differences make them		succeeds and store this feeling		comfortable/unco mfortable
		,				special and unique		Ū		Be able to
						unique			-	confidently ask



		- Understand that		omeone to stop if
		boys and girls		hey are being hurt
		can be similar in		r frightened
		lots of ways and	- C	an appreciate
		that is OK	tł	hat changes will
			h	appen and that
		- Understand that	S	ome can be
		boys and girls	C	ontrolled and
		can be different	0	thers not
		in lots of ways		
		and that is OK	- B	e able to express
				ow they feel
		- Can choose to		bout changes
		be kind to		Ŭ
		someone who is	- S	how appreciation
		being bullied		or people who are
		0		lder
		- Recognise that		
		they shouldn't	- c	an recognise the
		judge people		ndependence and
		because they		esponsibilities
		are different		hey have now
		-		ompared to being
		-		baby or toddler
			a	baby of toutier
			c	an say what
				reater
				esponsibilities
				nd freedoms they
				have in the
			fi	uture
			-	
				an say what they
				re looking
				orward to in the
			n	ext year



Key Vocab	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy
-----------	--	--	---	---	---	---



R	elationships Education (RS	E) – By the end of primary	, pupils should	l know:	
Caring friendships	Families and the people who care for me	Caring friendships	Families and the	Respectful	Families and the
(R7) how important	(R1) that families are important for	(R7) how important friendships are in	people who care for	relationships	people who care for
friendships are in	children growing up because they can	making us feel happy and secure, and	me	(R12) the importance	me
making us feel happy	give love, security and stability	how people choose and make friends	(R1) that families	of respecting others,	(R1) that families are
and secure, and how	(R2) the characteristics of healthy family	(R8) the characteristics of friendships,	are important for	even when they are	important for children
people choose and	life, commitment to each other, including	including mutual respect, truthfulness,	children growing up	very different from	growing up because
make friends	in times of difficulty, protection and care	trustworthiness, loyalty, kindness,	because they can	them (for example,	they can give love,
(R8) the	for children and other family members,	generosity, trust, sharing interests and	give love, security	physically, in	security and stability
characteristics of	the importance of spending time	experiences and support with problems	and stability	character, personality	(R2) the characteristics
friendships,	together and sharing each other's lives	and difficulties	(R2) the	or backgrounds), or	of healthy family life,
including mutual	(R3) that others' families, either in school	(R9) that healthy friendships are positive	characteristics of	make different	commitment to each
respect,	or in the wider world, sometimes look	and welcoming towards others, and do	healthy family life,	choices or have	other, including in
truthfulness,	different from their family, but that they	not make others feel lonely or excluded	commitment to	different preferences	times of difficulty,
trustworthiness,	should respect those differences and	(R10) that most friendships have ups and	each other,	or beliefs	protection and care
loyalty, kindness,	know that other children's families are	downs, and that these can often be	including in times of	(R13) practical steps	for children and other
generosity, trust,	also characterised by love and care	worked through so that the friendship is	difficulty, protection	they can take in a	family members, the
sharing interests and	(R4) that stable, caring relationships,	repaired or even strengthened, and that	and care for	range of different	importance of
experiences and	which may be of different types, are at	resorting to violence is never right	children and other	contexts to improve	spending time
support with	the heart of happy families, and are	(R11) how to recognise who to trust and	family members,	or support respectful	together and sharing
problems and	important for children's security as they	who not to trust, how to judge when a	the importance of	relationships	each other's lives
difficulties	grow up	friendship is making them feel unhappy	spending time	(R14) the conventions	(R3) that others'
(R9) that healthy	(R5) that marriage represents a formal	or uncomfortable, managing conflict,	together and	of courtesy and	families, either in
friendships are	and legally recognised commitment of	how to manage these situations and how	sharing each other's	manners	school or in the wider
positive and	two people to each other which is	to seek help or advice from others, if	lives	(R15) the importance	world, sometimes look
welcoming towards	intended to be lifelong	needed.	(R3) that others'	of self-respect and	different from their
others, and do not	(R6) how to recognise if family		families, either in	how this links to their	family, but that they
make others feel	relationships are making them feel	Respectful relationships	school or in the	own happiness	should respect those
lonely or excluded	unhappy or unsafe, and how to seek help	(R12) the importance of respecting	wider world,	(R16) that in school	differences and know
(R11) how to	or advice from others if needed.	others, even when they are very different	sometimes look	and in wider society	that other children's
recognise who to		from them (for example, physically, in	different from their	they can expect to be	families are also
trust and who not to	Caring friendships	character, personality or backgrounds), or	family, but that they	treated with respect	characterised by love
trust, how to judge	(R7) how important friendships are in	make different choices or have different	should respect	by others, and that in	and care
when a friendship is	making us feel happy and secure, and	preferences or beliefs	those differences	turn they should	(R4) that stable, caring
making them feel	how people choose and make friends	(R13) practical steps they can take in a	and know that other	show due respect to	relationships, which
unhappy or	(R8) the characteristics of friendships,	range of different contexts to improve or	children's families	others, including	may be of different
uncomfortable,	including mutual respect, truthfulness,	support respectful relationships	are also	those in positions of	types, are at the heart
managing conflict,	trustworthiness, loyalty, kindness,	(R14) the conventions of courtesy and	characterised by	authority (R17) about	of happy families, and



how to manage	generosity, trust, sharing interests and	manners	love and care	different types of	are important for
these situations and	experiences and support with problems	(R15) the importance of self-respect and	(R4) that stable,	bullying (including	children's security as
how to seek help or	and difficulties	how this links to their own happiness	caring relationships,	cyberbullying), the	they grow up
advice from others,	(R9) that healthy friendships are positive	(R16) that in school and in wider society	which may be of	impact of bullying,	(R6) how to recognise
if needed.	and welcoming towards others, and do	they can expect to be treated with	different types, are	responsibilities of	if family relationships
	not make others feel lonely or excluded	respect by others, and that in turn they	at the heart of	bystanders (primarily	are making them feel
Respectful	(R10) that most friendships have ups and	should show due respect to others,	happy families, and	reporting bullying to	unhappy or unsafe,
relationships	downs, and that these can often be	including those in positions of authority	are important for	an adult) and how to	and how to seek help
(R12) the	worked through so that the friendship is	(R19) the importance of permission	children's security	get help	or advice from others
importance of	repaired or even strengthened, and that	seeking and giving in relationships with	as they grow up	(R19) the importance	if needed.
respecting others,	resorting to violence is never right	friends, peers and adults.	(R5) that marriage	of permission seeking	
even when they are	(R11) how to recognise who to trust and		represents a formal	and giving in	Caring friendships
very different from	who not to trust, how to judge when a	Online relationships	and legally	relationships with	(R7) how important
them (for example,	friendship is making them feel unhappy	(R20) that people sometimes behave	recognised	friends, peers and	friendships are in
physically, in	or uncomfortable, managing conflict,	differently online, including by pretending	commitment of two	adults.	making us feel happy
character,	how to manage these situations and how	to be someone they are not	people to each		and secure, and how
personality or	to seek help or advice from others, if	(R21) that the same principles apply to	other which is	Being safe	people choose and
backgrounds), or	needed.	online relationships as to face-to-face	intended to be	(R30) how to ask for	make friends
make different		relationships, including the importance of	lifelong	advice or help for	(R8) the characteristics
choices or have	Respectful relationships	respect for others online including when	(R6) how to	themselves or others,	of friendships,
different preferences	(R12) the importance of respecting	we are anonymous	recognise if family	and to keep trying	including mutual
or beliefs	others, even when they are very different	(R22) the rules and principles for keeping	relationships are	until they are heard.	respect, truthfulness,
(R13) practical steps	from them (for example, physically, in	safe online, how to recognise risks,	making them feel		trustworthiness,
they can take in a	character, personality or backgrounds), or	harmful content and contact, and how to	unhappy or unsafe,		loyalty, kindness,
range of different	make different choices or have different	report them	and how to seek		generosity, trust,
contexts to improve	preferences or beliefs	(R23) how to critically consider their	help or advice from		sharing interests and
or support respectful	(R13) practical steps they can take in a	online friendships and sources of	others if needed.		experiences and
relationships	range of different contexts to improve or	information including awareness of the			support with problems
(R14) the	support respectful relationships	risks associated with people they have	Caring friendships		and difficulties
conventions of	(R14) the conventions of courtesy and	never met	(R7) how important		(R9) that healthy
courtesy and	manners	(R24) how information and data is shared	friendships are in		friendships are
manners	(R15) the importance of self-respect and	and used online.	making us feel		positive and
(R15) the	how this links to their own happiness		happy and secure,		welcoming towards
importance of	(R16) that in school and in wider society	Being safe	and how people		others, and do not
self-respect and how	they can expect to be treated with	(R25) what sorts of boundaries are	choose and make		make others feel
this links to their	respect by others, and that in turn they	appropriate in friendships with peers and	friends		lonely or excluded.
own happiness	should show due respect to others,	others (including in a digital context)	(R8) the		
(R16) that in school	including those in positions of authority	(R26) about the concept of privacy and	characteristics of		Respectful
and in wider society	(R17) about different types of bullying	the implications of it for both children	friendships,		relationships



		•		
they can expect to	(including cyberbullying), the impact of	and adults; including that it is not always	including mutual	(R13) practical steps
be treated with	bullying, responsibilities of bystanders	right to keep secrets if they relate to	respect,	they can take in a
respect by others,	(primarily reporting bullying to an adult)	being safe	truthfulness,	range of different
and that in turn they	and how to get help	(R27) that each person's body belongs to	trustworthiness,	contexts to improve or
should show due	(R18) what a stereotype is, and how	them, and the differences between	loyalty, kindness,	support respectful
respect to others,	stereotypes can be unfair, negative or	appropriate and inappropriate or unsafe	generosity, trust,	relationships
including those in	destructive	physical, and other, contact	sharing interests	(R15) the importance
positions of	(R19) the importance of	(R28) how to respond safely and	and experiences	of self-respect and
authority	permission-seeking and giving in	appropriately to adults they may	and support with	how this links to their
(R19) the	relationships with friends, peers and	encounter (in all contexts, including	problems and	own happiness
importance of	adults.	online) whom they do not know	difficulties	(R16) that in school
permission seeking		(R29) how to recognise and report	(R9) that healthy	and in wider society
and giving in	Online relationships	feelings of being unsafe or feeling bad	friendships are	they can expect to be
relationships with	(R20) that people sometimes behave	about any adult	positive and	treated with respect
friends, peers and	differently online, including by pretending	(R30) how to ask for advice or help for	welcoming towards	by others, and that in
adults.	to be someone they are not	themselves or others, and to keep trying	others, and do not	turn they should show
	(R21) that the same principles apply to	until they are heard	make others feel	due respect to others,
Online relationships	online relationships as to face-to-face	(R31) how to report concerns or abuse,	lonely or excluded	including those in
(R21) that the same	relationships, including the importance of	and the vocabulary and confidence	(R10) that most	positions of authority
principles apply to	respect for others online including when	needed to do so	friendships have ups	(R18) what a
online relationships	we are anonymous	- (R32) where to get advice e.g. family,	and downs, and that	stereotype is, and how
as to face-to-face	(R22) the rules and principles for keeping	school and/or other sources.	these can often be	stereotypes can be
relationships,	safe online, how to recognise risks,		worked through so	unfair, negative or
including the	harmful content and contact, and how to		that the friendship	destructive
importance of	report them		is repaired or even	(R19) the importance
respect for others	(R23) how to critically consider their		strengthened, and	of permission seeking
online, including	online friendships and sources of		that resorting to	and giving in
when we are	information including awareness of the		violence is never	relationships with
anonymous	risks associated with people they have		right	friends, peers and
Being safe	never met		(R11) how to	adults.
(R25) what sorts of	(R24) how information and data is shared		recognise who to	
boundaries are	and used online.		trust and who not	Being safe
appropriate in			to trust, how to	(R25) what sorts of
friendships with	Being safe		judge when a	boundaries are
peers and others	(R25) what sorts of boundaries are		friendship is making	appropriate in
(including in a digital	appropriate in friendships with peers and		them feel unhappy	friendships with peers
context)	others (including in a digital context)		or uncomfortable,	and others (including
(R32) where to get	(R26) about the concept of privacy and		managing conflict,	in a digital context)
advice e.g. family,	the implications of it for both children		how to manage	(R26) about the



school and/or other	and adults; including that it is not always	these situations and	concept of privacy and
sources.	right to keep secrets if they relate to	how to seek help or	the implications of it
-	being safe	advice from others,	for both children and
	(R27) that each person's body belongs to	if needed.	adults; including that
	them, and the differences between		it is not always right to
	appropriate and inappropriate or unsafe	Respectful	keep secrets if they
	physical, and other, contact	relationships	relate to being safe
	(R28) how to respond safely and	(R12) the	(R27) that each
	appropriately to adults they may	importance of	person's body belongs
	encounter (in all contexts, including	respecting others,	to them, and the
	online) whom they do not know	even when they are	differences between
	(R29) how to recognise and report	very different from	appropriate and
	feelings of being unsafe or feeling bad	them (for example,	inappropriate or
	about any adult	physically, in	unsafe physical, and
	(R30) how to ask for advice or help for	character,	other, contact
	themselves or others, and to keep trying	personality or	(R29) how to
	until they are heard	backgrounds), or	recognise and report
	(R31) how to report concerns or abuse,	make different	feelings of being
	and the vocabulary and confidence	choices or have	unsafe or feeling bad
	needed to do so	different	about any adult
	- (R32) where to get advice e.g. family,	preferences or	(R30) how to ask for
	school and/or other sources.	beliefs	advice or help for
		(R13) practical steps	themselves or others,
		they can take in a	and to keep trying
		range of different	until they are heard
		contexts to improve	(R31) how to report
		or support	concerns or abuse,
		respectful	and the vocabulary
		relationships	and confidence
		(R14) the	needed to do so
		conventions of	(R32) where to get
		courtesy and	advice e.g. family,
		manners	school and/or other
		(R16) that in school	sources.
		and in wider society	
		they can expect to	
		be treated with	
		respect by others,	
		and that in turn	



they should show
due respect to
others, including
those in positions of
authority
(R17) about
different types of
bullying (including
cyberbullying), the
impact of bullying,
responsibilities of
bystanders
(primarily reporting
bullying to an adult)
and how to get help
(R18) what a
stereotype is, and
how stereotypes
can be unfair,
negative or
destructive
(R19) the
importance of
permission seeking
and giving in
relationships with
friends, peers and
adults.
Online relationships
(R20) that people
sometimes behave
differently online,
including by
pretending to be
someone they are
not
(R21) that the same principles apply to



online relationships
as to face-to-face
relationships,
including the
importance of
respect for others
online including
when we are
anonymous
(R22) the rules and
principles for
keeping safe online,
how to recognise
risks, harmful
content and
contact, and how to
report them
(R23) how to
critically consider
their online
friendships and
sources of
information
including awareness
of the risks
associated with
people they have
never met.
Being safe
(R25) what sorts of
boundaries are
appropriate in
friendships with
peers and others
(including in a
digital context) (P30) how to
(R29) how to
recognise and



	report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.	
--	---	--