

<u>Families and people who care for me</u>						
Statutory Requirements	Year 1 Children will be able to:	Year 2 Children will be able to:	Year 3 Children will be able to:	Year 4 Children will be able to:	Year 5 Children will be able to:	Year 6 Children will be able to:
1. That families are important for children growing up because they can give love, security and stability.	Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.	Identify people who are special to them; Explain some of the ways those people are special to them.	Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);		Describe ways in which people show their commitment to each other. Understand and reflect on how independence and responsibility go together.
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.		Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.	Give examples of features of these different types of relationships, including how they influence what is shared. Suggest reasons why young people sometimes fall out with their parents;	Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.	Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also	Identify the differences and similarities between people; Empathise with those who are different from them;		Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	List some of the ways in which people are different to each other ; Define the word respect and demonstrate ways of showing	Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society;	Describe ways in which people show their commitment to each other; Understand that everyone has the right to be free to choose who and whether to marry.

characterised by love and care.	Begin to appreciate the positive aspects of these differences.			respect to others' differences.		
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.	Identify people who are special to them; Explain some of the ways those people are special to them.	Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.	Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners;	Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.	Describe ways in which people show their commitment to each other; Understand that everyone has the right to be free to choose who and whether to marry.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.		Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	See 'Being Safe' (7 and 8)					

Caring friendships

Statutory Requirements	Year 1 Children will be able to:	Year 2 Children will be able to:	Year 3 Children will be able to:	Year 4 Children will be able to:	Year 5 Children will be able to:	Year 6 Children will be able to:
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Identify simple qualities of friendship;	Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.	Identify people who they have a special relationship with; Identify different types of relationships.	Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships.	Define some key qualities of friendship; Identify the consequences of positive and negative behaviour on themselves and others.	Explain the difference between a friend and an acquaintance; Suggest ways that people can respond more positively to others.
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Identify simple qualities of friendship; Recognise and explain what is fair and unfair, kind and unkind;	Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.	Recognise who they have positive healthy relationships with. Identify people who they have a special relationship with.	Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others	Give examples of some key qualities of friendship; Reflect on their own friendship qualities.	Describe qualities of a strong, positive friendship;
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Give and receive positive feedback, and experience how this makes them feel; Recognise and explain what is fair	Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings.	Suggest strategies for maintaining a positive relationship with their special people.	Explain what we mean by a 'positive, healthy relationship';	Identify the consequences of positive and negative behaviour on themselves and others;	Recognise some of the challenges that arise from friendships; Describe the consequences of reacting to others

	<p>and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p>	<p>Suggest kind words and actions they can show to others.</p> <p>Demonstrate simple ways of giving positive feedback to others.</p>			<p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p> <p>Identify what things make a relationship unhealthy.</p>	<p>in a positive or negative way;</p> <p>Suggest ways that people can respond more positively to others.</p>
<p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>Recognise how a person's behaviour (including their own) can affect other people;</p> <p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p>	<p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>Rehearse and demonstrate simple strategies for resolving given conflict situations;</p> <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p>	<p>Recognise that there are times when they might need to say 'no' to a friend;</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend;</p> <p>Define the terms 'negotiation' and 'compromise';</p>	<p>Describe ways of making a friendship last;</p> <p>Explain why friendships sometimes end.</p>	<p>Recognise some of the challenges that arise from friendships;</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p>
<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to</p>		<p>Describe and record strategies for getting on with others in the classroom.</p>	<p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p>	<p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p>	<p>Identify the consequences of positive and negative behaviour on themselves and others;</p> <p>Give examples of how</p>	<p>Explain the difference between a friend and an acquaintance;</p> <p>List some assertive behaviours;</p>

<p>seek help or advice from others, if needed.</p>				<p>Recognise potential consequences of aggressive behaviour;</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Define and identify what is meant by the word 'dare';</p> <p>Suggest strategies for managing dares.</p>	<p>individual/group actions can impact on others in a positive or negative way.</p> <p>Identify what things make a relationship unhealthy;</p> <p>Identify who they could talk to if they needed help.</p> <p>Define what is meant by a dare;</p> <p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p>	<p>Recognise peer influence and pressure;</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p>
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Respectful relationships						
Statutory Requirements	Year 1 Children will be able to:	Year 2 Children will be able to:	Year 3 Children will be able to:	Year 4 Children will be able to:	Year 5 Children will be able to:	Year 6 Children will be able to:
<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p>	<p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p> <p>Identify the differences and similarities between people;</p> <p>Empathise with those who are different from them;</p> <p>Begin to appreciate the positive aspects of these differences.</p>	<p>Identify some of the physical and non-physical differences and similarities between people;</p> <p>Know and use words and phrases that show respect for other people.</p>	<p>Recognise the factors that make people similar to and different from each other;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Consider others' points of view;</p> <p>Practise explaining the thinking behind their ideas and opinions.</p>	<p>List some of the ways that people are different to each other (including differences of race, gender, religion);</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences.</p> <p>Identify ways in which everyone is unique and appreciate their own uniqueness.</p>	<p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Understand and explain the term prejudice;</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Identify the differences and similarities between people;</p> <p>Begin to appreciate the</p>	<p>Suggest actions that will contribute positively to the life of the classroom;</p> <p>Describe and record strategies</p>	<p>Develop skills in discussion and debating an issue;</p> <p>Empathise with different viewpoints;</p>	<p>Demonstrate strategies for working on a collaborative task;</p> <p>Define successful qualities of</p>	<p>Rehearse active listening skills;</p> <p>Demonstrate respectfulness in responding to others;</p>	<p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Suggest strategies for dealing</p>

	<p>positive aspects of these differences.</p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p> <p>Suggest ways they can show kindness to others.</p>	<p>for getting on with others in the classroom.</p> <p>Know and use words and phrases that show respect for other people.</p>	<p>Express opinions and listen to those of others;</p> <p>Consider others' points of view;</p> <p>Practise explaining the thinking behind their ideas and opinions.</p>	<p>teamwork and collaboration.</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences.</p>	<p>Respond appropriately to others.</p>	<p>assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p>
<p>The conventions of courtesy and manners.</p>	<p>Recognise how a person's behaviour (including their own) can affect other people.</p> <p>Demonstrate attentive listening skills.</p>	<p>Recognise and describe acts of kindness and unkindness;</p> <p>Explain how these impact on other people's feelings;</p> <p>Suggest kind words and actions they can show to others;</p> <p>Show acts of kindness to others in school.</p>	<p>Develop skills in discussion and debating an issue;</p> <p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p>		<p>Demonstrate respectfulness in responding to others;</p>	<p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p>
<p>The importance of self-respect and how this links to their own happiness.</p>				<p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>		<p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>

				<p>Recognise that there are times when they might need to say 'no' to a friend;</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend.</p>		<p>Recognise basic emotional needs and understand that they change according to circumstance;</p> <p>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p>
<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Explain the importance of looking after things that belong to themselves or to others.</p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Describe and record strategies for getting on with others in the classroom.</p>	<p>Explore why people have prejudiced views and understand what this is.</p>	<p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p>	<p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Demonstrate respectfulness in responding to others.</p>	<p>Understand and explain the term prejudice;</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>
<p>About different types of bullying (including cyberbullying), the impact of bullying,</p>	<p>Explain the difference between unkindness,</p>	<p>Explain the difference between bullying</p>	<p>Understand and explain some of the reasons why</p>	<p>Explain the role of the bystander and how it can influence bullying</p>	<p>Recognise that some people can get bullied because of</p>	<p>Recognise that bullying and discriminatory behaviour can result</p>

<p>responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>teasing and bullying;</p> <p>Understand that bullying is usually quite rare.</p> <p>Give examples of what they can do if they experience or witness bullying;</p> <p>Say who they could get help from in a bullying situation.</p>	<p>and isolated unkind behaviour;</p> <p>Recognise that that there are different types of bullying and unkind behaviour;</p> <p>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p> <p>Understand and describe strategies for dealing with bullying;</p> <p>Rehearse and demonstrate some of these strategies.</p>	<p>different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>	<p>or other anti-social behaviour;</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say.</p>	<p>the way they express their gender;</p> <p>Understand that the information we see online, either text or images, is not always true or accurate;</p> <p>Give examples of how bullying behaviours can be stopped.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying;</p> <p>Demonstrate strategies and skills for supporting others who are bullied;</p> <p>Recognise and describe the difference between online and face-to-face bullying.</p>	<p>from disrespect of people's differences;</p> <p>Suggest strategies for dealing with bullying, as a bystander;</p> <p>Recognise that some types of physical contact can produce strong negative feelings;</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>Demonstrate ways of offering support to someone who has been bullied .</p>
<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>			<p>Explore why people have prejudiced views and understand what this is.</p>	<p>Understand and identify stereotypes, including those promoted in the media.</p>	<p>Define what is meant by the term stereotype;</p> <p>Understand and explain the difference between sex, gender identity, gender expression</p>	<p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p>

					and sexual orientation; Explore Gender stereotypes.	Challenge stereotypical gender portrayals of people. Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.
The importance of permission-seeking and giving in relationships with friends, peers and adults.	See 'Being Safe'					

Online relationships						
Statutory Requirements	Year 1 Children will be able to:	Year 2 Children will be able to:	Year 3 Children will be able to:	Year 4 Children will be able to:	Year 5 Children will be able to:	Year 6 Children will be able to:
1. That people sometimes behave differently online, including by pretending to be someone they are not.			Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this;		Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online;	Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.
2. 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.					Know how to protect personal information online; Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with	Identify strategies for keeping personal information safe online; Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Describe safe and respectful behaviours when using communication technology.

					others online as well as face-to-face	Know how to keep their information private online.
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			<p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.</p>	<p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent.</p>	<p>Understand that the information we see online, either text or images, is not always true or accurate;</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</p> <p>Recognise disrespectful behaviour online and know how to respond to it.</p>	<p>Identify strategies for keeping personal information safe online;</p> <p>Describe safe behaviours when using communication technology.</p> <p>Understand and describe the ease with which something posted online can spread.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Know how to keep their information private online.</p>
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			<p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Understand and explain how to get help in a situation where requests for images or information of</p>		<p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</p> <p>Recognise that people aren't always who they</p>	<p>Identify strategies for keeping personal information safe online;</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group.</p>

			themselves or others occurs.		appear to be online and explain risks of being friends online with a person they have not met face-to-face.	
5. How information and data is shared and used online.			<p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Evaluate the validity of statements relating to online safety;</p> <p>Recognise potential risks associated with browsing online;</p> <p>Give examples of strategies for safe browsing online.</p>	<p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent.</p>	<p>Understand that the information we see online, either text or images, is not always true or accurate;</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</p>	<p>Identify strategies for keeping personal information safe online;</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Describe safe and respectful behaviours when using communication technology.</p>

Being safe						
Statutory Requirements	Year 1 Children will be able to:	Year 2 Children will be able to:	Year 3 Children will be able to:	Year 4 Children will be able to:	Year 5 Children will be able to:	Year 6 Children will be able to:
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		<p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p>	<p>Understand that no-one has the right to force them to do a dare;</p> <p>Identify situations which are safe or unsafe;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this.</p>	<p>Understand that we can be influenced both positively and negatively;</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</p> <p>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</p>	<p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Describe safe and respectful behaviours when using communication technology.</p>
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep	<p>Explain the difference between a secret and a nice surprise;</p> <p>Identify situations as being secrets or surprises;</p>	<p>Identify safe secrets (including surprises) and unsafe secrets;</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel</p>	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises</p>	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises</p>	<p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in</p>	<p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order</p>

secrets if they relate to being safe	Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.	unsafe or uncomfortable; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.	and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	order to keep someone safe.	to keep someone safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Identify, name and know parts of the body that are private; Describe ways in which private parts can be kept private; Understand and learn the PANTS rules; Explain the difference between appropriate and inappropriate touch.	Identify how inappropriate touch can make someone feel; Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like.	Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.	Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;	Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.	Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Understand that they have the right to say "no" to unwanted touch;	Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.	Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Understand and explain how to get help in a situation	Suggest simple strategies for managing risk.	Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.	

		Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.	where requests for images or information of themselves or others occurs.			
5. How to recognise and report feelings of being unsafe or feeling bad about any adult	<p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>	<p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>	<p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p>	<p>Recognise how different surprises and secrets might make them feel;</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p>		<p>Recognise that some types of physical contact can produce strong negative feelings;</p>
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard,	<p>Start thinking about who they trust and who they can ask for help.</p> <p>Identify people who can help them when they feel unsafe.</p>	<p>Identify special people in the school and community who can help to keep them safe;</p> <p>Know how to ask for help.</p> <p>Identify special people in the school and community who can help to keep them safe;</p> <p>Know how to ask for help.</p>	<p>Identify people who can help if a situation is unsafe;</p> <p>Explain how different people in the school and local community help them stay healthy and safe</p>	<p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p>	

<p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>Understand and learn the PANTS rules;</p> <p>Name and know which parts should be private;</p>	<p>Identify special people in the school and community who can help to keep them safe;</p> <p>Know how to ask for help.</p>	<p>Identify key people who are responsible for them to stay safe and healthy</p>	<p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Identify people who can be trusted</p>	<p>Know where someone could get support if they were concerned about their own or another person's safety.</p>
<p>8. Where to get advice, for example family, school or other sources</p>	<p>Start thinking about who they trust and who they can ask for help.</p>					<p>Know that some inappropriate touch is also illegal.</p>