

Core Theme 1 – Year 1 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Feelings	B	<ul style="list-style-type: none"> To communicate their feelings to others, to recognize how others show feelings and how to respond. 	How can we tell if someone is feeling calm, angry,sad happy, fearful? (Link to colour monster)	The Colour Monster How do you feel? Anthony Browne The Suitcase – Chris Naylor-Ballesteros (Hope and kindness) Barbara Throws a Wobbler – Nadia Shireen
Making the right choice	A	<ul style="list-style-type: none"> To recognise what is fair and unfair, kind and unkind, what is right and wrong. School rules (link with RRS Class Charter) Circle time rules 	What is fairness/kindness?	Billy and the Dragon – Nadia Shireen
Listening	A	<ul style="list-style-type: none"> Learn to listen to other people and play and work cooperatively. 	What do I think about...? How can I show I am listening?	P4C
Special people	A	<ul style="list-style-type: none"> Learn to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. Draw a picture with people that are special to them – mum, dad, grandparents, sisters, teachers. 	What makes people special?	My Grandma is wonderful, My Grandpa is amazing, My mum is fantastic, My dad is brilliant – Nick Butterworth Look Up! – Nathan Bryon (Family and dreams) Me and my Sister – Rose Robbins (Autistic Sibling) I Don't Like Birthday Parties – Maureen Gaspari (Sensitive children) Pablo and the noisy Party – Andrew Brenner – (Autism) Can Bears Ski? – Raymond Antrobus (Deafness)
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. 	What can you tell me about these families?	The family Book – Todd Carr This is our House – Michael Different families same love (poster) Julian is a Mermaid – Jessica Love (We are all different) The Blanket Bear – Samuel Langley-Swain (Adoption) Ossiri and the Bala Mengro – Richard O'Neil (Girl from a traveller family) Who's Your Real Mum? – Bernadette Green (Two mums) My Daddies – Gareth Peter (Families) Earmuffs To The Moon – Hafiza Issa (Autism)
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 	How should I respond when...? Who could I talk to? What is appropriate/inappropriate?	NSPCC Underwear rule online resources NSPCC Speak Out assembly (KS1)
Bullying	C	<ul style="list-style-type: none"> Learn that there are different types of bullying. How to respond to bullying and know who you can talk to. 		Say no to bullying (SEALs) Ali and Annie's Guide to Coping with Bullying

		<ul style="list-style-type: none"> To recognise when people are being unkind either to them or others, how to respond and what to say or do. 		
End points for Year 1	<p>By the end of Year 1 children should be able to :</p> <ul style="list-style-type: none"> Communicate their feelings to others and be able to respond to the feelings of others appropriately. Identify their special people (family, friends, and carers), and know how special people should care for one another. Identify different types of families and respect the 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	Feelings, bullying, fairness, touch, respect			

Core Theme 1 – Year 2 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Making friends	A	<ul style="list-style-type: none"> To recognise our behaviour affects other people. Recipe for friendship Encourage respectful relationships regardless of gender, race, disability etc. (CARE code) 	What makes a friend?	SEALS – Getting on and falling out resources. Found You – Devon Holzwarth (Friendship - shyness) We are Together – Britta Teckentrup (Friendship)
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. 	What is a secret? What is a surprise?	Let's talk – Do you have a secret? – Marta Fabrega
Opinions	D	<ul style="list-style-type: none"> Learn to share opinions on things that matter to them and explain their views through discussion with other people and the whole class. Discuss the principles of opinions and valuing each other and their opinions. 	What do I think about...?	
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. 	How are we different? Why is it good that we are all different?	Picnic in the Park –Joe Griffiths I am Helen Keller– Brad Meltzer (disability deafness and blindness) Lizzie and Lucky – Megan Rix (disability deafness) Little People, Big Dreams Stevie Wonder – M Sanchez Vegara (disability blindness) See What I Can Do! – Jon Roberts (accepting and embracing differences) Max the Champion – Sean Stockdale (disability) – sport Splash – Claire Cashmore (disability) – sport The Lost Homework – Richard O'Neil (Boy from a traveller family) Amazing – Steve Antony (disability) – sport Hair Love – Matthew Cherry (Appearance) Earmuffs To The Moon – Hafiza Issa (Autism)
Personal Space	C	Revisit from Y1: <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 	How should I respond when...? Who could I talk to? What is appropriate/inappropriate?	NSPCC Underwear rule online resources within their website. NSPCC Speak Out assembly
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 attract their attention 	Who can I talk to if....	Families, Families, Families – Suzanne Lang (Different families)
Hurting others/ Bullying	C	<ul style="list-style-type: none"> Learn that other's feelings can be hurt Recognise people can be unkind to either them or others – how do you respond – who do you tell? There are different types of bullying. How to respond to bullying and know who you can talk to 	Why do people bully? How can I stop bullies? Who can I speak to?	Say no to bullying (SEALs) Billy and the Beast – Nadia Shireen (Being unkind) Ali and Annie's Guide to Coping with Bullying

End points for Year 2	<p>By the end of Year 2 children should be able to :</p> <ul style="list-style-type: none"> • Understand what makes a good friend. • Understand the importance of respecting others regardless of their differences. (disability) • Understand the difference between a secret and a surprise. • Identify who they can turn to if they need support. • Explain what they should do if they see bullying.
Vocabulary	Friendship, differences, worry, physical contact, respectful relationships

**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, relatives and families. To recognise and respond appropriately to a wider range of feelings in others. To recognise what constitutes a positive, healthy relationship – Friendships perspective To develop the skills to develop and maintain positive and healthy relationships. To understand that the same principles apply to online relationships as to face-to-face relationships, including respect for others. 	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)
Affecting others	A & B	<ul style="list-style-type: none"> Learn that their actions affect themselves and others. Link to being respectful and the school CARE code. 	How do I affect others? What is acceptable/unacceptable in various scenarios?	
Bullying		<ul style="list-style-type: none"> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours – how to respond and ask for help. STOP – Several Times On Purpose. Revisit On-line safety – keeping information private e.g. passwords, identity etc. Risks involved in sharing personal information. 	What is bullying? How can we stop bullying? Why do people bully?	https://www.youtube.com/watch?v=599I1E-rWTU (internet safety) Ali and Annie's Guide to Coping with Bullying
We are all different (stereotypes)	D	<ul style="list-style-type: none"> Challenging gender stereotypes in the context of:(Link to Equality Act, protected characteristic sex.) <ul style="list-style-type: none"> ➤ Expectations of roles ➤ Sport and physical achievement ➤ Feelings and expressing emotions ➤ Dress and interests/hobbies 	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 Earmuffs To The Moon – Hafiza Issa (Autism) Ali and Annie's Guide to...Feeling Good about Yourself.
End points for Year 3		By the end of Year 3 children should be able to : <ul style="list-style-type: none"> Understand how to develop and maintain positive and healthy relationships. Know that the same principles apply to online relationships as to face-to-face relationships, including respect for others. Explain how their actions can affect themselves and others. 		

	<ul style="list-style-type: none"> • Understand that negative behaviours can have a lasting impact on others. (discrimination, teasing, bullying and aggressive behaviours) • Identify gender stereotypes and challenge these.
Vocabulary	Discrimination, teasing, bullying, aggressive behaviour, stereotypes

Core Theme 1 – Year 4 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Respectful Relationships	D	<ul style="list-style-type: none"> To understand that the characteristics of healthy family life include: <ul style="list-style-type: none"> - 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 To listen and respond respectfully to a wide range of people. To feel confident to raise their own concerns. 	What is a healthy family life? What is an opinion? Why do we have different values? How can I listen well?	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. 		
Bullying	C	<ul style="list-style-type: none"> To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours. Name calling including comments linked to race, gender, homophobia, disability, age etc. (Link to Equality Act protected characteristics sexual orientation) Revisit On-line safety – social network dos and don'ts. 	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) Ali and Annie's Guide to Coping with Bullying
We are all different (stereotypes)	D	<ul style="list-style-type: none"> 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. (Link to Equality Act). 	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) Ali and Annie's Guide to...Coping with Illness and Disability.
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. 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. 		

Vocabulary	Healthy family, discrimination, homophobia, judgement, disability
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Core Theme 1 – Year 5 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Respectful Relationships	B A A	<ul style="list-style-type: none"> Recognise and respond appropriately to a wider range of feelings in others. 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 violence. To develop their own personal skills to develop and maintain positive and healthy relationships. Learn that their actions affect themselves and others. How to seek help if you are concerned about a relationship. 	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) Ali and Annie's Guide to..Coping with Seperation and Divource.
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 	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. (Link to Equality Act, protected characteristic marriage) 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 		Ali and Annie's Guide to... Coping with separation and divorce
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 (age, disability, marriage, pregnancy, race, religion, sex and sexual orientation) Understand the need to respect everyone regardless of any differences, even if we don't agree over some things. 	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 characterisitcs?	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) Ali and Annie's Guide to...Coping with Illness and Disability.
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?) 	What is bullying? How can we stop bullying? Why do people bully?	SEALS – say no to bullying https://www.youtube.com/watch?v=dkwkkwOntmc (on-line safety) Ali and Annie's Guide to Coping with Bullying Ali and Annie's Guide to...Coping with Illness and Disability
End points for Year 5	By the end of Year 5 children should be able to : <ul style="list-style-type: none"> Identify the characteristics of a positive relationship (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust) Identify the characteristics of a negative relationship (controlling/violent) 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	Mutual respect, abuse, civil partnership, legal, discrimination, consequences			

Core Theme 1 – Year 6 Relationships				
Area of learning	Links to SRE policy	Learning Points	Key Questions	Suggested Resources
Secrets and lies	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. 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. 	Who can I trust? What is a secret? Is it ok to lie?	
Personal space	C	<ul style="list-style-type: none"> To judge what kind of physical contact is acceptable or unacceptable and how to respond. 	What is acceptable /unacceptable?	Surprises vs secrets NSPCC Speak Out workshop and assembly
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. 		Ali and Annie's Guide to... Coping with separation and divorce
Working together	A	<ul style="list-style-type: none"> Develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give constructive feedback to support others as well as themselves. Work collaboratively towards shared goals. 	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. 	What is peer pressure? What is a dare? What are positive and negative risks?	Visit form Community Police
Outside Influences	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 understand how to seek help if you feel someone is influencing you in a negative way. 		preventforschools.org
We are all different (stereotypes)	D	<ul style="list-style-type: none"> Revisit 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.(age, disability, marriage, pregnancy, race, religion, sex and sexual orientation) 	What is a stereotype? Why do people stereotype?	Lailah's Lunchbox – Reem Faruqi (Fasting) Max and the Millions – Ross Montgomery (Deafness)

		<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? 		
End points for Year 6	<p>By the end of Year 6 children should be able to:</p> <ul style="list-style-type: none"> Understand the concept of privacy, including that it is not always right to keep secrets if they relate to being safe. Identify different forms of abuse and how to seek help or advice. Understand the difference between an arranged marriage and a forced marriage and the legal framework Understand how to resolve conflicts that may arise through relationships. Understand that people may try to influence in a negative way and understand how to seek help Identify cultural and religious stereotypes and challenge these. Know some of the protected characteristics outlined in the Equality Act. 			
Vocabulary	Privacy, forced marriage, conflict, influencers, negotiation, political.			

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.