Safeguarding Progression

Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Links to Health Education and E Safety progression documents	I know that the internet can be used to communicate with other People (HE11, HE13)	 I can demonstrate an understanding of E-safety when communicating online I can recognise what should and should not be shared online. I know what is meant by personal information. (HE13) 	 I know the difference between communicating using email and online in a discussion forum I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult) (HE17) I can demonstrate an understanding of E-safety when communicating online (HE13 HE15) 	I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones I understand the need to keep some information private in order to protect myself when communicating online, including passwords,	I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness I understand the potential risks of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside school I can recognise and act upon unacceptable	 I have developed an awareness of relevant e-safety issues such as cyber bullying, sexting, grooming, peer pressure, radicalisation. I understand my role in keeping myself and my peers safe (reporting) I know what is appropriate to share and am aware of my digital footprint. I have developed an awareness of relevant e-safety issues such as cyber bullying, sexting, grooming, peer pressure, radicalisation. I understand my role in keeping myself and my

		addresses and the distribution of images of myself and others I begin to recognise how electronic communications may be used for manipulation or persuasion I know to use sensitive and appropriate language when using online communication tools.	behaviours online or on electronic devices. I know what is appropriate to share and am aware of my digital footprint.	peers safe (reporting) I know what is appropriate to share and am aware of my digital footprint.
Bullying	Whole school participation in Anti-bullying	week.		
	Whole school Ant-bullying statement agree	ed and shared looking at safe places, adu	ılts to talk to etc.	
	Whole school focus displays e.g. Friendshi	Tree		
	 Solution Focused Anti-Bullying Campaign 			
	 Pupil designed Ant-bullying posters 			
	Regular Behaviour Weeks			
	• SMILE Club			
	Buddy Systems Size Idia State			
	• Friendship Stop			
	British Values Calcal Daiseas of Enjandability and Hamiltonian	_		
Code and collection	School Drivers of Friendship and Happines Linked to anti-bulling week	5		
Cyberbullying	Linked to anti-bullying week. Sefety week.			
	E-Safety week.			

	E-Safety Educat	ion				
	 Parental awarene 	ess and advice				
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gender based	I know how to	I know how to	I know where to find	I can recognise	I can recognise	I know that
violence	support friends to	support friends to	impartial advice to	aggressive and	and challenge	differences and
	get help or how to	get help or how to	inform my decision	anti-social	stereotypes	similarities between
	get help for them.	get help for them.	making	behaviours and		people arise from a
	(HE9)	I know that the		their effects on	I know where to	number of factors,
		choices I make can	I can make	individuals and	find impartial	including cultural,
	I know different	have good and not	judgements and	communities	advice to inform	ethnic, racial and
	things can affect	so good	decisions and use		my decision making	religious diversity,
	my feelings.	consequences	basic techniques for	I understand that		gender and
			resisting negative	everyone has	I know that images	disability
	I know who to go	I know that some	peer pressure	human rights and	in the media do not	
	to if I am worried	people have fixed		that children have	always reflect	I realise the
	(HE9)	ideas about what		their own special	reality and can	consequences of
		boys and girls can		rights set out in	affect how people	anti-social and
		do (stereotyping)		the United Nations	feel about	aggressive
				Declaration of the	themselves	behaviours, such as
				Rights of the		bullying, cyber-
				Child.	I am aware that	bullying and racism
					differences and	on individuals and
				I can identify	similarities	communities
				some factors that	between people	
				affect emotional	arise from a	I understand that
				health and	number of factors	there are a range of
				wellbeing e.g.	including family,	influences for
				relationships with	cultural, ethnic,	example the media
				family and friends,	racial and religious	that can have an
				stress levels,	diversity, age, sex,	effect on physical
				physical activity,	sexual orientation	and emotional health
				diet, self-image,	and disability	and wellbeing, e.g.
				media	I understand the	eating disorders,
				(HE2, 4, 6)	influence of peers	managing finances

				I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences	in making risky or unsafe choices and feel confident to deal with these influences	etc. (HE5, 6, 9, 10) I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know (peer pressure) and have a range of strategies to resist. I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationship abuse / Domestic Violence	I know that there are different types of relationships -	I know that other people's families may be similar or different to mine	I understand that all families are different and have different family	I am aware of different types of relationships including those	I know what makes a healthy relationship and understand that	I can explain the qualities of a positive relationship I understand that
Links to Health Education	family, friends and others	(RE12)	members (RE12)	between friends and families, civil partnerships and	sometimes people make bad choices and abuse the	abuse in relationships is against the law and
(Respectful relationships)	(RE13)		(122)	marriage (RE12)	person they are in a relationship with (RE16, 17, 6, 29,	know where people can go for help in this situation (RE6, 29, 30, 31, 32)

					30, 31, 32)	I know that civil partnerships and marriage are a demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment I know that there are some cultural practices which are against British law and universal human rights
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FGM	I know which parts of my body are private (RE26 RE27))	I know which parts of my body are private (RE27)	I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (RE27)	I know I have the right to protect my body from inappropriate and unwanted contact (RE26)		I know that there are some cultural practices which are against British law and universal human rights I know that female genital mutilation is a crime and how to get support if I have fears about myself or others

Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drug Education	I know about	I understand that	I can make	I can take	I understand the	I understand the
and Staying	personal hygiene	all drugs can be	judgements and	increasing	influence of peers	effects, risks and
Safe	and how medicines	harmful if not used	decisions and use	responsibility for	in making risky or	consequences of
	can keep us	properly	basic techniques for	my own choices,	unsafe choices and	drug use on the
Links to RSHE	healthy.	(HE25)	resisting negative	behaviour and	feel confident to	body and mind,
- Health	(HE25)		peer pressure	safety and realise	deal with these	including addiction
Education		I know simple rules		that actions have	influences	(HE25)
	I recognise the	about medicines	I can list the	consequences	I know which	
	need for safety	and other	commonly available		commonly available	I recognise
	rules - i.e. road,	substances used in	substances and	I can begin to	substances and	different risks in
	cycles, fire, rail,	the home (HE25)	drugs that are legal	understand some	drugs are legal and	different situations
	water, school		(HE25)	of the influences	illegal, their	and then decide how
	environment,	I know who to go to		on my personal	effects and risks	to behave
	playground and	if I need help	I understand that	choices in relation	and can identify	responsibly
	home		drugs and alcohol	to smoking or	and use strategies	
		RE	affect the mind as	other substances	to reduce those	I know that
	I know there are		well as the body and	and the	risks (HE25)	pressure to behave
	people and services		this can affect the	consequences of		in an unacceptable
	who can help us		body in a variety of	those choices	I understand the	way can come from
			ways (HE25)	(HE25)	concept of 'keeping	others, including
	I know who to go				something	people I know
	to if I need help		I can demonstrate	I have some	confidential or	
			basic safety	strategies to cope	secret', when we	I know how to ask
	I understand there		procedures when	with peer influence	should or should	for help and have a
	are good and not so		using medicines	and peer pressure	not agree to this	range of strategies
	good secrets			and can apply	and when it is	to resist
			I understand that	these to a range of	right to 'break a	pressure and
			it is alright to	scenarios, including	confidence' or	distinguish between
			break a secret in	substances	'share a secret'	positive and
			order to keep me			negative influences
			safe			I understand the
						basic law in relation
						to substances

Voy Anac	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Area Faith abuse	I Know I am a member of my family	I know that I belong to different groups and communities i.e. school, family	I know that choices we make can impact on individual, the local and global communities	I can identify fact from opinion I can recognise aggressive and anti-social behaviours and their effects on individuals and communities I understand that there is great diversity locally and across the world which affects peoples' choices I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends	I know that circumstances in other countries and cultures may be different from our own I understand influence, persuasion, manipulation and the emotional power of charisma (especially being able to understand the difference between a persuasive argument and a rational argument I know that images in the media do not always reflect reality and can affect how people feel about themselves	I understand the difference between 'charismatic' and 'knowledgeable', including the knowledge that the number of people who are convinced something is true is often unrelated to it actually being true; and the linked concept of 'group think Debates on the impacts of terrorist acts on ways of life and on communities I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyberbullying and racism on individuals and communities I know that

			differences and
			similarities between
			people arise from a
			number of factors,
			including cultural,
			ethnic, racial and
			religious diversity,
			gender and
			disability
			I can describe some
			of the different
			beliefs and values in
			society and
			demonstrate
			respect and
			tolerance towards
			people who are
			different from
			myself
			,
			I can demonstrate a
			sense of social
			justice and moral
			responsibility
			I am aware of how
			the media present
			information and
			that the media can
			be both a positive
			and negative
			influence

						I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders, managing finances etc.
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gangs and youth violence (including Gun and Knife Crime)	I know who to go to if I need help I understand there are good and not so good secrets	I know who to go to if I need help I understand there are good and not so good secrets. I understand that it is alright to break a secret in order to keep me safe	I can recognise aggressive and anti-social behaviours and their effects on individuals and communities I can make judgements and decisions and use basic techniques for resisting negative peer pressure I understand that it is alright to break a secret in order to keep me safe	I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences	I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences I realise the consequences of

				I can begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices	I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices	anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities (links to Anti-bullying week, and E-Safety)
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Radicalisation	I know how to support friends to get help or how to get help for them I understand that I can find a range of information from the internet I know that there are good and bad secrets	I know how to support friends to get help or how to get help for them I can contribute to the life of the class and the school (Mutual Respect) I know that I belong to different groups and communities (Individual Liberty)i.e. school, family	I know that choices we make can impact on individual, the local and global communities (Individual Liberty) I know where to find impartial advice to inform my decision making (E-Safety link, Childline, Democracy) I have developed an awareness of relevant e-safety issues such as cyber	I can identify fact from opinion (PREVENT) I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying) I can use the internet purposefully to answer specific questions. I can understand that the internet	I can recognise when our peers are generally vulnerable (PREVENT) I understand influence, persuasion, manipulation and the emotional power of charisma (especially being able to understand the difference between a persuasive argument and a	I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences I understand the difference between 'charismatic' and 'knowledgeable', including the knowledge that the number of people who are convinced

I know that not	bullying. (Cyber	contains fact,	rational argument	something is true is
everything on the	bullying)	fiction and	(PREVENT)	often unrelated to it
internet is true		opinions and begin		actually being true;
I know that there	I can use the	to distinguish	I know how to	and the linked
are good and bad	internet	between them.	access local and	concept of 'group
secrets	purposefully to		national support	think'(PREVENT)
	answer specific	I know that not	groups (Individual	
	questions	everything on the	Liberty)	I realise the
		internet is true	, ,	consequences of
	I can understand		I can recognise	anti-social and
	that the internet	I know the	and challenge	aggressive
	contains fact,	difference	stereotypes	behaviours, such as
	fiction and opinions	between	(Individual	bullying, cyber-
	and begin to	communicating	Liberty)	bullying and racism
	distinguish between	using email and	,,	on individuals and
	them	online in a	I know where to	communities (links
		discussion forum	find impartial	to Anti-bullying
	I know that not		advice to inform	week, E-Safety,
	everything on the	I know how to deal	my decision making	Individual Liberty)
	internet is true	with unpleasant	(E-Safety link,	
		forms of	Childline,	I know that
	I know the	electronic	Individual Liberty)	differences and
	difference between	communication		similarities between
	communicating using	(save the message	I have developed	people arise from a
	email and online in a	and speak to a	an awareness of	number of factors,
	discussion forum	trusted adult)	relevant e-safety	including cultural,
			issues such as	ethnic, racial and
	I know how to deal	I can demonstrate	cyber bullying,	religious diversity,
	with unpleasant	an understanding	stranger danger	gender and
	forms of electronic	of E-safety when		disability (Linked to
	communication (save	communicating	I understand my	RE and Mutual
	the message and	online	role in keeping	Respect)
	speak to a trusted		myself and my	I can describe some
	adult)		peers safe	of the different

		(reporting)	beliefs and values in
		(PREVENT)	society and
			demonstrate
		I know that not	respect and
		everything on the	tolerance towards
		internet is true	people who are
		and know what to	different from
		do if I access	myself (FBV, Mutual
		something	Respect)
		inappropriate	•
		I can use a range	I am aware of how
		of online	the media present
		communication	information and that
		tools to exchange	the media can be
		information and	both a positive and
		collaborate with	negative influence
		others within and	(E-safety link,
		beyond my school	Individual Liberty)
		e.g. email, instant	2.10.1.10.00.00.177
		messaging, social	I have developed an
		networking, online	awareness of
		gaming, and mobile	relevant e-safety
		phones	issues such as cyber
		priories	bullying. (Cyber
			bullying)
		I begin to	banying)
		recognise how	I understand my
		electronic	role in keeping
		communications	myself and my peers
		may be used for	safe (reporting)
		manipulation or	I can recognise the
		persuasion	need to ask
		PO. 30031011	
		I am aware that	appropriate
		- an aware mar	questions to find

		differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (Mutual Respect)	I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website (PREVENT) I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness I understand the potential risks of
			providing personal information including the distribution of
			images of myself and others in an increasing range of online technologies

 	,		
			both within and
			outside school
			I recognise my own
			right to be
			protected from the
			inappropriate use of
			technology by
			others and the need
			to respect the
			rights of other
			users
			I can recognise that
			everyone on the
			internet is not who
			they say they are
			I can recognise and
			act upon
			unacceptable
			behaviours online or
			on electronic
			devices (PREVENT)
			I know what is
			appropriate to share
			and am aware of my
			digital footprint
			algital too billi
			I know to contribute
			positively to online
			blogs, chat sites.
			Forums
			i oi uilis

						I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know (peer pressure) and have a range of strategies to resist. (Individual Liberty) I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help (Behaviour policy)
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Extremism and Terrorism	Belonging - setting up the classrooms I know how to support friends to get help or how to get help for them	Belonging - setting up the classrooms Identifying different cultures in the class (world map) (Cultural) I know how to support friends to get help or how to	Belonging - setting up the classrooms Identifying different cultures in the school (world map) (Cultural) I know that choices we make can impact on individual, the	Belonging - setting up the classrooms. Identifying different cultures in their class and in the school (world map) (Cultural)	I can recognise when my peers are generally vulnerable (PREVENT) I understand influence, persuasion, manipulation and	I understand the difference between 'charismatic' and 'knowledgeable', including the knowledge that the number of people who are convinced something is true is often unrelated to

get help for them)	local and global	I can recognise	the emotional	it actually being
_	communities	aggressive and	power of charisma	true; and the
I can contribute to	(Individual Liberty)	anti-social	(especially being	linked concept of
the life of the		behaviours and	able to understand	'group
class and the	I know that not	their effects on	the difference	think'(PREVENT).
school (Mutual	everything on the	individuals and	between a	
Respect)	internet is true	communities	persuasive	Debates on the
		(Individual	argument and a	impacts of terrorist
I know that I		Liberty)	rational argument	acts on ways of life
belong to different			(PREVENT)	and on communities
groups and		I understand that		(PREVENT)
communities		there is great	I know how to	
(Individual		diversity locally	access local and	I realise the
Liberty)i.e. school,		and across the	national support	consequences of
family		world which	groups (Individual	anti-social and
		affects peoples'	Liberty)	aggressive
I know that not		choices		behaviours, such as
everything on the		(Democracy,	I am aware that	bullying, cyber-
internet is true		Individual Liberty,	differences and	bullying and racism
		Mutual Respect)	similarities	on individuals and
			between people	communities (links
		I can take	arise from a	to Anti-bullying
		increasing	number of factors	week, Black History
		responsibility for	including family,	week, E-Safety,
		my own choices,	cultural, ethnic,	Individual Liberty)
		behaviour and	racial and religious	
		safety and realise	diversity, age, sex,	I know that
		that actions have	sexual orientation	differences and
		consequences	and disability	similarities between
		(Individual	(Mutual Respect)	people arise from a
		Liberty)	' '	number of factors,
		· · / /	I understand the	including cultural,
			influence of peers	ethnic, racial and
			in making risky or	religious diversity,

key Area year 1 year 2 year 3 year 4 year 3 year 6	Key Area	Year 1	Year 2	Year 3	Year 4	unsafe choices and feel confident to deal with these influences (Individual Liberty)	gender and disability (Linked to RE and Mutual Respect) I can describe different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself (Mutual Respect) I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences
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Hate	I know that there	I know that people	I know that choices	I can recognise	I understand that	I realise the
	are different	and other living	we make can impact	aggressive and	universal rights	consequences of
Links with	types of	things have needs	on individual, the	anti-social	are there to	anti-social and
RSHE -	relationships -	and recognise my	local and global	behaviours and	protect everyone	aggressive
Respectful	family, friends and	own responsibility	communities	their effects on	and have primacy	behaviours, such as
relationships	others	to meet those	(Individual Liberty)	individuals and	both over national	bullying, cyber-
	(Mutual Respect)	needs (Science -		communities	law and family and	bullying and racism
		Living Things,	I can make	(Individual	community	on individuals and
	Identifying	Mutual Respect)	judgements and	Liberty)	practices (Rule of	communities (links
	different groups in		decisions and use		Law)	to Anti-bullying
	their class	I know that I	basic techniques for	I understand that		week, Black History
	(Cultural)	belong to different	resisting negative	there is great	I can recognise	week, E-Safety,
		groups and	peer pressure	diversity locally	and challenge	Individual Liberty)
	(RE7 RE8)	communities	(Individual Liberty,	and across the	stereotypes	
		(Individual	PREVENT)	world which	(Individual	I know that
		Liberty)i.e. school,		affects peoples'	Liberty)	differences and
		family	I understand that all	choices		similarities between
			families are	(Democracy,	I understand the	people arise from a
		I know that other	different and have	Individual Liberty,	influence of peers	number of factors,
		people's families	different family	Mutual Respect)	in making risky or	including cultural,
		may be similar or	members		unsafe choices and	ethnic, racial and
		different to mine	(Mutual Respect)	I can take	feel confident to	religious diversity,
		(RE3)	(RE3, RE18)	increasing	deal with these	gender and
				responsibility for	influences	disability (Linked to
				my own choices,	(Individual	RE and Mutual
				behaviour and	Liberty)	Respect)
				safety and realise		
				that actions have		I can describe some
				consequences		of the different
				(Individual		beliefs and values in
				Liberty) (RE12)		society and
						demonstrate
				I have some		respect and
				strategies to cope		tolerance towards

				with peer influence and peer pressure and can apply these to a range of scenarios, including substances (Individual Liberty, PREVENT)		people who are different from myself (FBV, Mutual Respect) I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	influences Year 6
Child sexual exploitation	Pants NSPCC Underwear rule. I know which parts of my body are private	Pants NSPCC I know which parts of my body are private	I know that individuals have rights over their own bodies, and that there are differences between good and bad touching	I know I have the right to protect my body from inappropriate and unwanted contact	I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with	I recognise risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

Van Assas	Year 1	Year 2	Year 3	Year 4	Year 5	which a person in the UK is able to consent to sexual activity Year 6
Key Area Forced	I know that there	I know that other	I understand that all	I am aware of	I know what makes	I understand that
Marriage	are different	people's families	families are	different types of	a healthy	there are different
	types of	may be similar or	different and have	relationships	relationship and	types of adult
	relationships -	different to mine	different family	including those	understand that	relationship
	family, friends and others		members	between friends and families, civil	sometimes people make bad choices	I can explain the
	OTHERS			partnerships and	and abuse the	qualities of a
				marriage	person they are in	positive relationship
					a relationship with	
						I know that civil
					I know that marriage is a	partnerships and marriage are a
					commitment freely	public
					entered into by	demonstration of
					both people, that	the commitment
					no one should	made between two
					enter into a	people who love and care for each other
					marriage if they don't absolutely	and want to spend
					want to do so	their lives together
						and who are of the
						legal age to make
						that commitment

Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Honour based	Belonging - setting	I know that I	I know that choices	I can identify	I know that	I understand the
abuse	up the classrooms.	belong to	we make can impact	fact from opinion	circumstances in	difference between
		different groups	on individual, the	(PREVENT).	other countries	'charismatic' and
		and communities	local and global	I can recognise	and cultures may	'knowledgeable',
		(Individual	communities	aggressive and	be different from	including the
		Liberty)i.e.	(Individual Liberty)	anti-social	our own (Mutual	knowledge that the
		school, family		behaviours and their effects on	Respect)	number of people who are convinced
				individuals and	I understand	something is true is
				communities	influence,	often unrelated to
				(Individual	persuasion,	it actually being
				Liberty)	manipulation and	true; and the
				• •	the emotional	linked concept of
				I understand that	power of charisma	'group
				there is great	(especially being	think'(PREVENT)
				diversity locally	able to	
				and across the	understand the	Debates on the
				world which	difference	impacts of
				affects peoples' choices	between a persuasive	terrorist acts on ways of life and on
				(Democracy,	argument and a	communities
				Individual	rational argument	(PREVENT)
				Liberty, Mutual	(PREVENT)	
				Respect)		I realise the
					I know that	consequences of
				I can identify	images in the	anti-social and
				some factors that	media do not	aggressive
				affect emotional	always reflect	behaviours, such as

1	1			
		health and	reality and can	bullying, cyber-
		wellbeing e.g.	affect how people	bullying and racism
		relationships with	feel about	on individuals and
		family and	themselves	communities (links
		friends, stress	(Individual	to Anti-bullying
		levels, physical	Liberty)	week, Black
		activity, diet,	,,	History week, E-
		self-image, media		Safety, Individual
				Liberty)
				5.56. 177
				I know that
				differences and
				similarities between
				people arise from a
				number of factors,
				· ·
				including cultural,
				ethnic, racial and
				religious diversity,
				gender and
				disability (Linked to
				RE and Mutual
				Respect)
				I can describe
				some of the
				different beliefs
				and values in
				society and
				demonstrate
				respect and
				tolerance towards
				people who are
				different from
				myself (Mutual
				mysen (muruu

			Respect)
			I can demonstrate
			a sense of social
			justice and moral
			responsibility
			(Values-based
			education,
			Individual Liberty)
			I am aware of how
			the media present
			information and
			that the media can
			be both a positive
			and negative
			influence (E-safety
			link, Individual
			Liberty)
			Liber 177
			I know that there
			are some cultural
			practices which are
			against British law
			and universal human
			rights (Safaquandina
			(Safeguarding
			education, Rule of
			Law)
			T 1 1 .1 .1
			I understand that
			there are a range
			of influences for
			example the media

			that can have an
			effect on physical
			and emotional
			health and
			wellbeing, e.g.
			eating disorders,
			managing finances
			etc (Linked to
			Science, Individual
			Liberty)

E-safety is taught the first week of each half term.