

## Safeguarding Progression

Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sexting</p> <p>Links to Health Education and E Safety progression documents</p>	<ul style="list-style-type: none"> <li>I know that the internet can be used to communicate with other People (HE11, HE13)</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate an understanding of E-safety when communicating online</li> <li>I can recognise what should and should not be shared online.</li> <li>I know what is meant by personal information. (HE13)</li> </ul>	<ul style="list-style-type: none"> <li>I know the difference between communicating using email and online in a discussion forum</li> <li>I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult) (HE17)</li> <li>I can demonstrate an understanding of E-safety when communicating online (HE13 HE15)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>I understand the need to keep some information private in order to protect myself when communicating online, including passwords,</li> </ul>	<ul style="list-style-type: none"> <li>I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness</li> <li>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</li> <li>I can recognise and act upon unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>I have developed an awareness of relevant e-safety issues such as cyber bullying, sexting, grooming, peer pressure, radicalisation.</li> <li>I understand my role in keeping myself and my peers safe (reporting)</li> <li>I know what is appropriate to share and am aware of my digital footprint.</li> <li>I have developed an awareness of relevant e-safety issues such as cyber bullying, sexting, grooming, peer pressure, radicalisation.</li> <li>I understand my role in keeping myself and my</li> </ul>

				<p>addresses and the distribution of images of myself and others</p> <ul style="list-style-type: none"> <li>• I begin to recognise how electronic communications may be used for manipulation or persuasion</li> <li>• I know to use sensitive and appropriate language when using online communication tools.</li> </ul>	<p>behaviours online or on electronic devices.</p> <ul style="list-style-type: none"> <li>• I know what is appropriate to share and am aware of my digital footprint.</li> </ul>	<p>peers safe (reporting)</p> <ul style="list-style-type: none"> <li>• I know what is appropriate to share and am aware of my digital footprint.</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>• Whole school participation in Anti-bullying week.</li> <li>• Whole school Ant-bullying statement agreed and shared looking at safe places, adults to talk to etc.</li> <li>• Whole school focus displays e.g. Friendship Tree</li> <li>• Solution Focused Anti-Bullying Campaign</li> <li>• Pupil designed Ant-bullying posters</li> <li>• Regular Behaviour Weeks</li> <li>• SMILE Club</li> <li>• Buddy Systems</li> <li>• Friendship Stop</li> <li>• British Values</li> <li>• School Drivers of Friendship and Happiness</li> </ul>					
Cyberbullying	<ul style="list-style-type: none"> <li>• Linked to anti-bullying week.</li> <li>• E-Safety week.</li> </ul>					

	<ul style="list-style-type: none"> <li>E-Safety Education</li> <li>Parental awareness and advice</li> </ul>					
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gender based violence	<p>I know how to support friends to get help or how to get help for them. (HE9)</p> <p>I know different things can affect my feelings.</p> <p>I know who to go to if I am worried (HE9)</p>	<p>I know how to support friends to get help or how to get help for them. I know that the choices I make can have good and not so good consequences</p> <p><b>I know that some people have fixed ideas about what boys and girls can do (stereotyping)</b></p>	<p>I know where to find impartial advice to inform my decision making</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure</p>	<p>I can recognise aggressive and anti-social behaviours and their effects on individuals and communities</p> <p>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media (HE2, 4, 6)</p>	<p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I know that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>I am aware that 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</p> <p>I understand the influence of peers</p>	<p>I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities</p> <p>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</p>

				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
<b>Key Area</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Relationship abuse / Domestic Violence  Links to Health Education (Respectful relationships)	I know that there are different types of relationships - family, friends and others  (RE13)	I know that other people's families may be similar or different to mine  (RE12)	I understand that all families are different and have different family members  (RE12)	I am aware of different types of relationships including those between friends and families, civil partnerships and marriage  (RE12)	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  (RE16, 17, 6, 29,	I can explain the qualities of a positive relationship I understand that abuse in relationships is against the law and know where people can go for help in this situation  (RE6, 29, 30, 31, 32)

					30, 31, 32)	<p>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</p> <p><b>I know that there are some cultural practices which are against British law and universal human rights</b></p>
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FGM	<p>I know which parts of my body are private</p> <p>(RE26 RE27))</p>	<p><i>I know which parts of my body are private</i></p> <p>(RE27)</p>	<p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching</p> <p>(RE27)</p>	<p>I know I have the right to protect my body from inappropriate and unwanted contact</p> <p>(RE26)</p>		<p>I know that there are some cultural practices which are against British law and universal human rights</p> <p>I know that female genital mutilation is a crime and how to get support if I have fears about myself or others</p>

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

Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>I can identify fact from opinion</p> <p>I can recognise aggressive and anti-social behaviours and their effects on individuals and communities</p> <p>I understand that there is great diversity locally and across the world which affects peoples' choices</p> <p>I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends</p>	<p>I know that circumstances in other countries and cultures may be different from our own</p> <p>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)</p> <p>I know that images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>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'</p> <p><b>Debates on the impacts of terrorist acts on ways of life and on communities</b></p> <p><b>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities</b></p> <p>I know that</p>

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



						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)	<p>I know who to go to if I need help</p> <p>I understand there are good and not so good secrets</p>	<p>I know who to go to if I need help</p> <p>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</p>	<p>I can recognise aggressive and anti-social behaviours and their effects on individuals and communities</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure</p> <p>I understand that it is alright to break a secret in order to keep me safe</p>	<p>I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances</p> <p>I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences</p>	<p>I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences</p> <p>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'</p>	<p>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences</p> <p>I realise the consequences of</p>

				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	<p>I know how to support friends to get help or how to get help for them</p> <p>I understand that I can find a range of information from the internet</p> <p>I know that there are good and bad secrets</p>	<p>I know how to support friends to get help or how to get help for them</p> <p>I can contribute to the life of the class and the school (Mutual Respect)</p> <p>I know that I belong to different groups and communities (Individual Liberty)i.e. school, family</p>	<p>I know that choices we make can impact on individual, the local and global communities (Individual Liberty)</p> <p>I know where to find impartial advice to inform my decision making (E-Safety link, Childline, Democracy)</p> <p>I have developed an awareness of relevant e-safety issues such as cyber</p>	<p>I can identify fact from opinion (PREVENT)</p> <p>I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)</p> <p>I can use the internet purposefully to answer specific questions.</p> <p>I can understand that the internet</p>	<p>I can recognise when our peers are generally vulnerable (PREVENT)</p> <p>I understand influence, persuasion, manipulation and the emotional power of charisma (especially being able to understand the difference between a persuasive argument and a</p>	<p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences</p> <p>I understand the difference between 'charismatic' and 'knowledgeable', including the knowledge that the number of people who are convinced</p>

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

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

					<p>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)</p>	<p>answers.</p> <p>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)</p> <p>I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness</p> <p>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</p>
--	--	--	--	--	--	---

						<p>both within and outside school</p> <p>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</p> <p>I can recognise that everyone on the internet is not who they say they are</p> <p>I can recognise and act upon unacceptable behaviours online or on electronic devices (PREVENT)</p> <p>I know what is appropriate to share and am aware of my digital footprint</p> <p>I know to contribute positively to online blogs, chat sites. Forums</p>
--	--	--	--	--	--	---

						<p>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)</p> <p>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)</p>
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Extremism and Terrorism	<p>Belonging - setting up the classrooms</p> <p>I know how to support friends to get help or how to get help for them</p>	<p>Belonging - setting up the classrooms</p> <p>Identifying different cultures in the class (world map) (Cultural)</p> <p>I know how to support friends to get help or how to</p>	<p>Belonging - setting up the classrooms</p> <p>Identifying different cultures in the school (world map) (Cultural)</p> <p>I know that choices we make can impact on individual, the</p>	<p>Belonging - setting up the classrooms.</p> <p>Identifying different cultures in their class and in the school (world map) (Cultural)</p>	<p>I can recognise when my peers are generally vulnerable (PREVENT)</p> <p>I understand influence, persuasion, manipulation and</p>	<p><b>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</b></p>

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



					<p>unsafe choices and feel confident to deal with these influences (Individual Liberty)</p>	<p>gender and disability (Linked to RE and Mutual Respect)</p> <p>I can describe different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself ( Mutual Respect)</p> <p>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences</p>
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Hate</p> <p>Links with RSHE - Respectful relationships</p>	<p>I know that there are different types of relationships - family, friends and others (Mutual Respect)</p> <p>Identifying different groups in their class (Cultural)</p> <p>(RE7 RE8)</p>	<p>I know that people and other living things have needs and recognise my own responsibility to meet those needs (Science - Living Things, Mutual Respect)</p> <p>I know that I belong to different groups and communities (Individual Liberty)i.e. school, family</p> <p>I know that other people's families may be similar or different to mine (RE3)</p>	<p>I know that choices we make can impact on individual, the local and global communities (Individual Liberty)</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure (Individual Liberty, PREVENT)</p> <p>I understand that all families are different and have different family members (Mutual Respect) (RE3, RE18)</p>	<p>I can recognise aggressive and anti-social behaviours and their effects on individuals and communities (Individual Liberty)</p> <p>I understand that there is great diversity locally and across the world which affects peoples' choices (Democracy, Individual Liberty, Mutual Respect)</p> <p>I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences (Individual Liberty) (RE12)</p> <p>I have some strategies to cope</p>	<p>I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices (Rule of Law)</p> <p>I can recognise and challenge stereotypes (Individual Liberty)</p> <p>I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences (Individual Liberty)</p>	<p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities (links to Anti-bullying week, Black History week, E-Safety, Individual Liberty)</p> <p>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)</p> <p>I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards</p>
---	--	---	--	--	---	---

				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 influences
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	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  I know the age at

						which a person in the UK is able to consent to sexual activity
Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Forced Marriage	I know that there are different types of relationships - family, friends and others	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 members	I am aware of different types of relationships including those between friends and families, civil partnerships and marriage	<p>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</p> <p>I know that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</p>	<p>I understand that there are different types of adult relationship</p> <p>I can explain the qualities of a positive relationship</p> <p>I know that civil partnerships and marriage are a public 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</p>

Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Honour based abuse	Belonging - setting up the classrooms.	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)	<p>I can identify fact from opinion (PREVENT). I can recognise aggressive and anti-social behaviours and their effects on individuals and communities (Individual Liberty)</p> <p>I understand that there is great diversity locally and across the world which affects peoples' choices (Democracy, Individual Liberty, Mutual Respect)</p> <p>I can identify some factors that affect emotional</p>	<p>I know that circumstances in other countries and cultures may be different from our own (Mutual Respect)</p> <p>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 (PREVENT)</p> <p>I know that images in the media do not always reflect</p>	<p>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'(PREVENT)</p> <p>Debates on the impacts of terrorist acts on ways of life and on communities (PREVENT)</p> <p>I realise the consequences of anti-social and aggressive behaviours, such as</p>

				<p>health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</p>	<p>reality and can affect how people feel about themselves (Individual Liberty)</p>	<p>bullying, cyber-bullying and racism on individuals and communities (links to Anti-bullying week, Black History week, E-Safety, Individual Liberty)</p> <p>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)</p> <p>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</p>
--	--	--	--	---	---	--

						<p>Respect)</p> <p>I can demonstrate a sense of social justice and moral responsibility (Values-based education, Individual Liberty)</p> <p>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)</p> <p>I know that there are some cultural practices which are against British law and universal human rights (Safeguarding education, Rule of Law)</p> <p>I understand that there are a range of influences for example the media</p>
--	--	--	--	--	--	---

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

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