End Point	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Families:	Families:	Families:	Families:	Families:	Families:	Families:
Topic: Respectful Relationships  Understanding of respectful/positive relationships with children and adults (friendships and families) and can maintain and develop healthy relationships  Related to permission seeking/consent  Sticky Knowledge	To know what a family is and that a family are people who love, care for you and meets their needs.  To know how a family can look after each other.  To know and talk about who lives in their house.  To know and talk about who is in their immediate and their wider family.  Key Vocabulary: love, care, special, carer, protect, mum/mam, dad, grandparents, step family (if appropriate), brother, sister, aunty, uncle, cousin.  Book links: All kinds of families by Sophie Henn  The Pirate Mums by Jodie Lancet-Grant	To know who is special to them and what makes them special – people who love and care for them (1a/d)  To know that a healthy happy family spend quality time together, provide protection and care and share special times together (1a/b)  To know that it is important to tell someone (such as their teacher) if something about their family relationships makes them feel unhappy or worried (1f)  Key Vocabulary: love, care, special, carer, protect, mum/mam, dad, grandparents, step family (if appropriate), brother, sister  Book links: We are Family (bought 2022)  My Daddies by Gareth Peter	To know what a happy family is and that families sometimes look different from their own (e.g. single parents, same-sex parents) but share common features and that they should respect those differences (1c)  To know that it is important to tell someone (such as their teacher) if something about their family relationships makes them feel unhappy or worried (1f)  Key Vocabulary: love, care, special, carer, protect, mum/mam, dad, grandparents, step family (if appropriate), brother, sister, respect, differences.  Book links: The Girl with 2 Dads (bought 2022)  Heather has two Mommies (bought 2022)	To know that families may look different from their own (single parents, same sex parents, step-parents, blended families, foster and adoptive parents) and know how to respect all family units (1c)  To know that being part of a family provides support, encouragement and love (1a)  To know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried (1f)  Key Vocabulary: love, care, special, carer, protect, mum/mam, dad, grandparents, step family, brother, sister, same sex, resect, differences, support, encouragement, love.  Book links: And Tango Makes Three (bought 2022)  My Magic Family.	To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should others, including those in positions of authority and online (3e)  To know that there are different kinds of families and partnerships including gay and lesbian (1a/b)  To know how people show care for each other e.g. stability or support (1b)  To know that it is important to tell someone (such as their teacher) if something about their family relationships makes them feel unhappy or worried (1f)  Key Vocabulary: respect, authority, partnership, relationship, family, gay, lesbian, support, stability, love Book links: King & King (RD has)	To know that people have the right to choose whom they marry or whether to get married including gay and lesbian marriage (1e)  To know that forcing anyone into marriage is illegal (1e)  To know that adults can choose to be part of a committed relationship or not including marriage or civil partnership  To know that it is important to tell someone (such as their teacher) if something about their family relationships makes them feel unhappy or worried (1f)  Key Vocabulary: gay, lesbian, marriage, consent, civil partnership, relationship, healthy, loving.	To know the qualities of healthy relationships  To know that there are different kinds of loving relationships and people who love each other can be of any gender, ethnicity or faith (LGBT)  To know that it is important to tell someone (such as their teacher) if something about their family relationships makes them feel unhappy or worried (1f)  Key Vocabulary: gay, lesbian, bisexual, transgender, gender, ethnicity, faith, relationship, healthy.

End Point	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Safe Relationships:	Safe Relationships:	Safe Relationships:	Safe Relationships:	Safe Relationships:	Safe Relationships:	Safe Relationships:
Topic: Respectful Relationships  Understanding of respectful/positive relationships with children and adults (friendships and families) and can maintain and develop healthy relationships  Related to permission seeking/consent  Sticky Knowledge  Lessons in bold are linked to lessons from the PSHE association.	To know who I can go to if I am worried about something or hurt.  To know what other people can do to make me feel good.  Key Vocabulary: worried, hurt, adults, good, calm, happy.	To know about situations when someone's body or feelings might be hurt and how to get help (5a)  To know different types of touch and how they make people feel e.g. hugs, tickling, kisses and punches and how to respond if it makes them feel uncomfortable (5c)  To know how to recognise and report feelings of being unsafe or feeling bad about any adult including online (5e)  Key Vocabulary: help, touch, uncomfortable, unsafe, bad, report, online.	To know how to recognise hurtful behaviour including online and what to do if they witness or experience this  To know about the differences between happy surprises and secrets that make them feel uncomfortable or worried and how to get help (5b)  To know what it means to ask for permission.  To know how to recognise and report feelings of being unsafe or feeling bad about any adult including online (5e)  Key Vocabulary: hurtful behaviour, online, respond, happy surprise, secret, uncomfortable, worried, permission, ask respond, unsafe, bad.	To know what is appropriate to share with friends, classmates, family and wider groups including online  To know how to communicate respectfully with friends when using digital devices and how to recognise risks online (4c/d)  To recognise respectful behaviours e.g. helping or including others, being responsible (4b)  To know about giving and asking for permission.  To know how to recognise and report feelings of being unsafe or feeling bad about any adult including online (5e)  Key Vocabulary: appropriate, share, wider groups, communicate, respect, digital device, online, ask, permission, important, unsafe, bad, online.	To know how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return including online (3c/4b)  To know how to respond to aggressive or inappropriate behaviour (including online) — how to report concerns and who to tell (2e/4c)  To know that knowing someone online differs from face to face and how people may pretend to be someone they are not (4a)  To know when it is right to keep or break a confidence or share a secret (5b)  To know about personal boundaries.  To know how to recognise and report feelings of being unsafe or feeling bad about any adult including online (5e)  Key Vocabulary: polite, courteous,	To know what physical touch is acceptable, unacceptable, wanted or unwanted in different situations (5c)  To know who to tell if they are concerned about unwanted physical contact (5f/g)  To know the importance of permission-seeking and giving in relationships with friends, peers and adults (3h)  To know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about including online (5b)  To know how to respond safely and appropriately to adults they may encounter in all contexts including online (5d)  To know how to recognise and report feelings of being unsafe or feeling bad	To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable including online.  To know how to get advice and report concerns about personal safety, including online (5h)  To know what consent means and how to seek and give/not give permission in different situations (3h)  To know how to recognise and report feelings of being unsafe or feeling bad about any adult including online (5e)  Key Vocabulary: pressure, uncomfortable, worried, unsafe, online, concern, safety, unsafe, permission.

		respect, online, aggressive, inappropriate, report, confidence, boundary, personal boundaries, personal space, unsafe, bad.	about any adult including online (5e)  Key Vocabulary: physical touch, acceptable, unacceptable, wanted, unwanted, permission, secret, uncomfortable, worried, persuade, respond, appropriate, unsafe, online.	
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