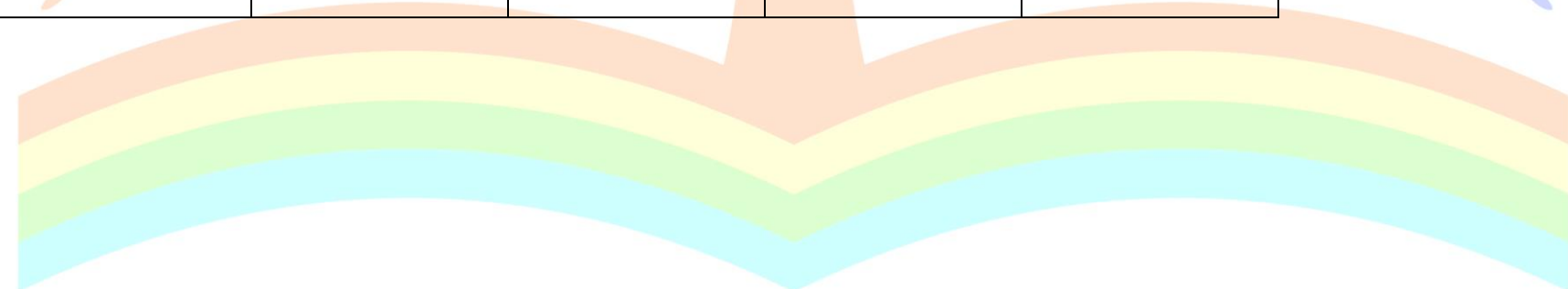
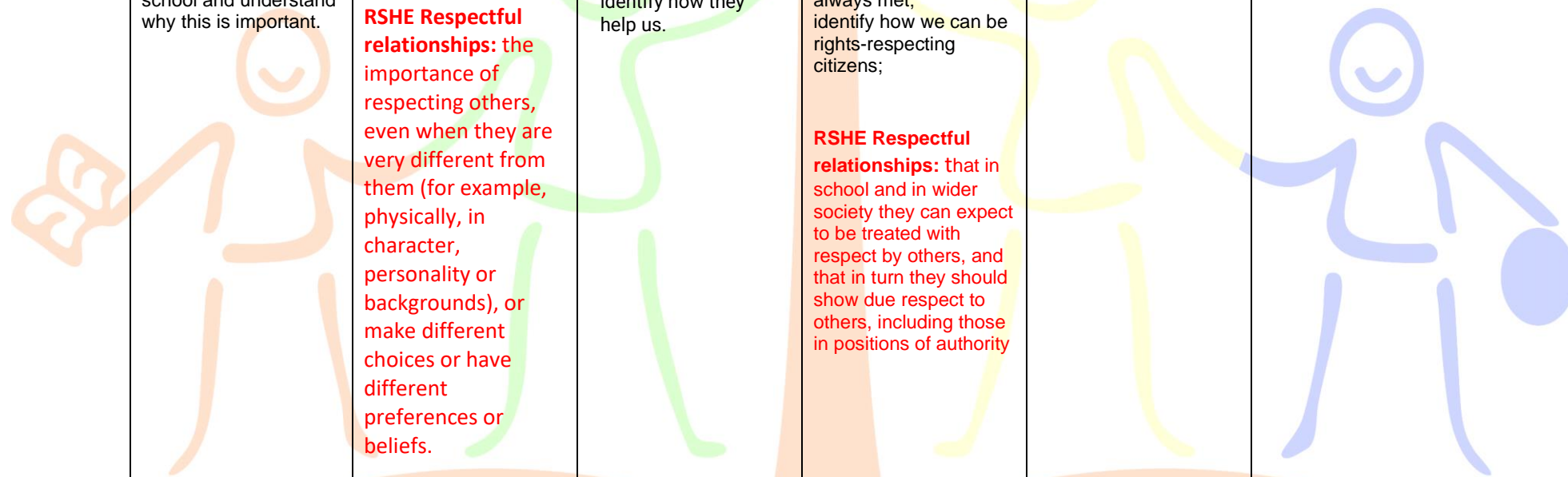


<b>TOPICS</b>	<ul style="list-style-type: none"> <li>British Values</li> <li>Diversity</li> </ul>	<b>Progression from PSHE Association</b> Living in the wider world L statements relate to progression in scheme
	<ul style="list-style-type: none"> <li>Friendships and Bullying</li> <li>Safe Relationships</li> </ul>	Relationships R relates to progression in the scheme
	<ul style="list-style-type: none"> <li>Keeping Safe</li> <li>Mental health and Wellbeing</li> <li>Ourselves, Growing and Changing</li> </ul>	Health and Wellbeing H relates to the progression in the scheme

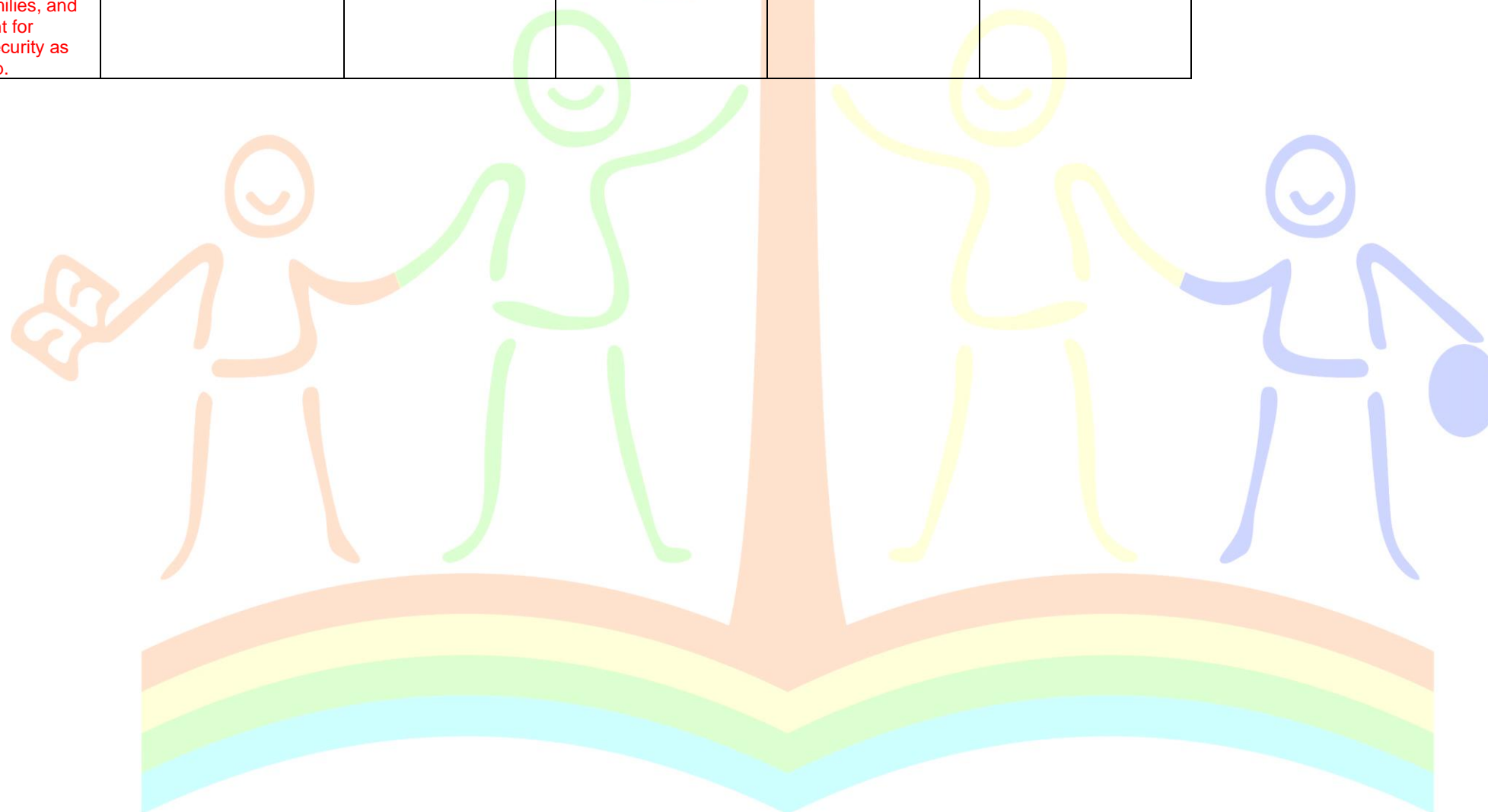
Keeping Healthy Keeping Safe

Programmes of study

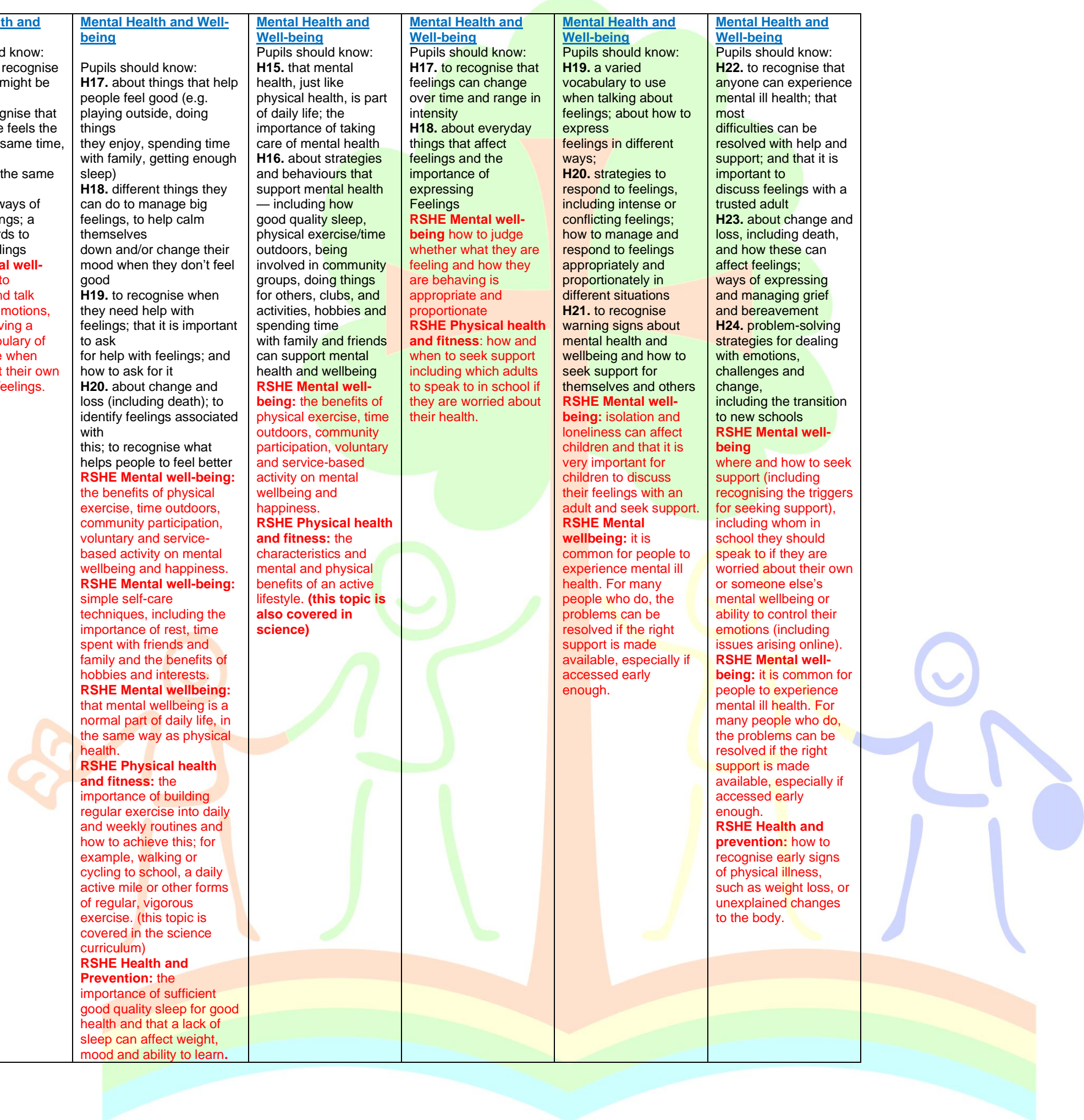
Reception	Year 1	Year 2	Year 3 Year 4	Year 5 Year 6	
<p><u>British Values-</u></p> <p><b>British values week – Individual Liberty</b>                      What is individual liberty?  <b>Pupils should know:</b>                      identify groups and communities that they belong to;                      explain how to be a good neighbour;                      pick out things that harm and things that help a neighbourhood;                      describe what it is like to live in Britain;                      identify similarities and differences between British people;                      Talk about what makes them feel proud of being British.</p>	<p><u>British Values</u></p> <p><b>British values week – Rule of Law</b>                      What is the rule of law?  <b>Pupils should know:</b>                      know what rights are and identify rights that all people share;                      explain how people protect their rights;                      show respect for the rights of others;                      explain how to behave towards someone who is different from them;                      understand why it is important to be fair;                      Know how to make a positive difference in school and understand why this is important.</p>	<p><u>British Values</u></p> <p><b>British values week – Individual Liberty</b>                      Humans rights and Liberty  <b>Pupils should know:</b>                      describe the benefits of living in a diverse and multicultural society;                      understand why democracy is important; identify how rules and laws help them;                      identify the rights of the British people;                      Describe what being British means to others.</p> <p><b>RSHE Respectful relationships: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</b></p>	<p><u>British Values</u></p> <p><b>British values week – Rule of Law</b>                      Rules, Laws and responsibilities  <b>Pupils should know:</b>                      to recognise reasons for rules and laws;                      consequences of not adhering to rules and laws                      about the relationship between rights and responsibilities                      talk about what rules and laws are and identify how they help us.</p>	<p><u>British Values</u></p> <p><b>British values week – Individual Liberty</b>                      The Universal Declaration of human rights 1948  <b>Pupils should know:</b>                      explain what the Universal Declaration of Human Rights is;                      describe why children have their own rights;                      identify that human rights take precedence over national law and cultural and family traditions and practices;                      give reasons as to why people's rights are not always met;                      identify how we can be rights-respecting citizens;</p> <p><b>RSHE Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</b></p>	<p><u>British Values</u></p> <p><b>British values week – Rule of Law</b>                      Respecting the law  <b>Pupils should know:</b>                      explain why and how laws are made and identity what might happen if laws are broken                      describe how some ideas about human rights have changed;                      share their thoughts on how human rights activists have changed the world.</p>



<p><b>Diversity</b> Pupils should know: <b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>RSHE Families and people who care for me:</b> that families are important for children growing up because they give love, security and stability. RSHE: that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p><b>Diversity</b> Pupils should know: <b>L4.</b> about the different groups they belong to. Describe how they are same as or different to a friend or family member. Show an awareness of how needs change as they grow from young to old</p> <p><b>RSHE Families and people who care for me:</b> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <b>RSHE Families and people who care for me:</b> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p><b>Diversity</b> Pupils should know: <b>L6.</b> to recognise the ways they are the same as, and different to, other people Describe and respect similarities and difference between people, including people from different places in the world or different ethnic backgrounds.</p> <p><b>RSHE Families and people who care for me:</b> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p><b>Diversity</b> Pupils should know: <b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>RSHE Families and people who care for me:</b> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p><b>Diversity – Stereotypes</b> Pupils should know: <b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>RSHE Respectful Relationships:</b> what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p><b>Diversity - Racism</b> Pupils should know: <b>L10.</b> about prejudice and Racism; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>RSHE Respectful relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p><b>RSHE Respectful Relationships:</b> the conventions of courtesy and manners.</p>	<p><b>Diversity – LGBT inclusive</b> Pupils should know: <b>L11.</b> how different types of rights need to be protected, support and balanced. <b>L12.</b> Protected Characteristics of the Equality act 2010 –sex, gender, LGBT, Marriage and Civil Partnership</p> <p><b>RSHE Families and people who care for me:</b> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>
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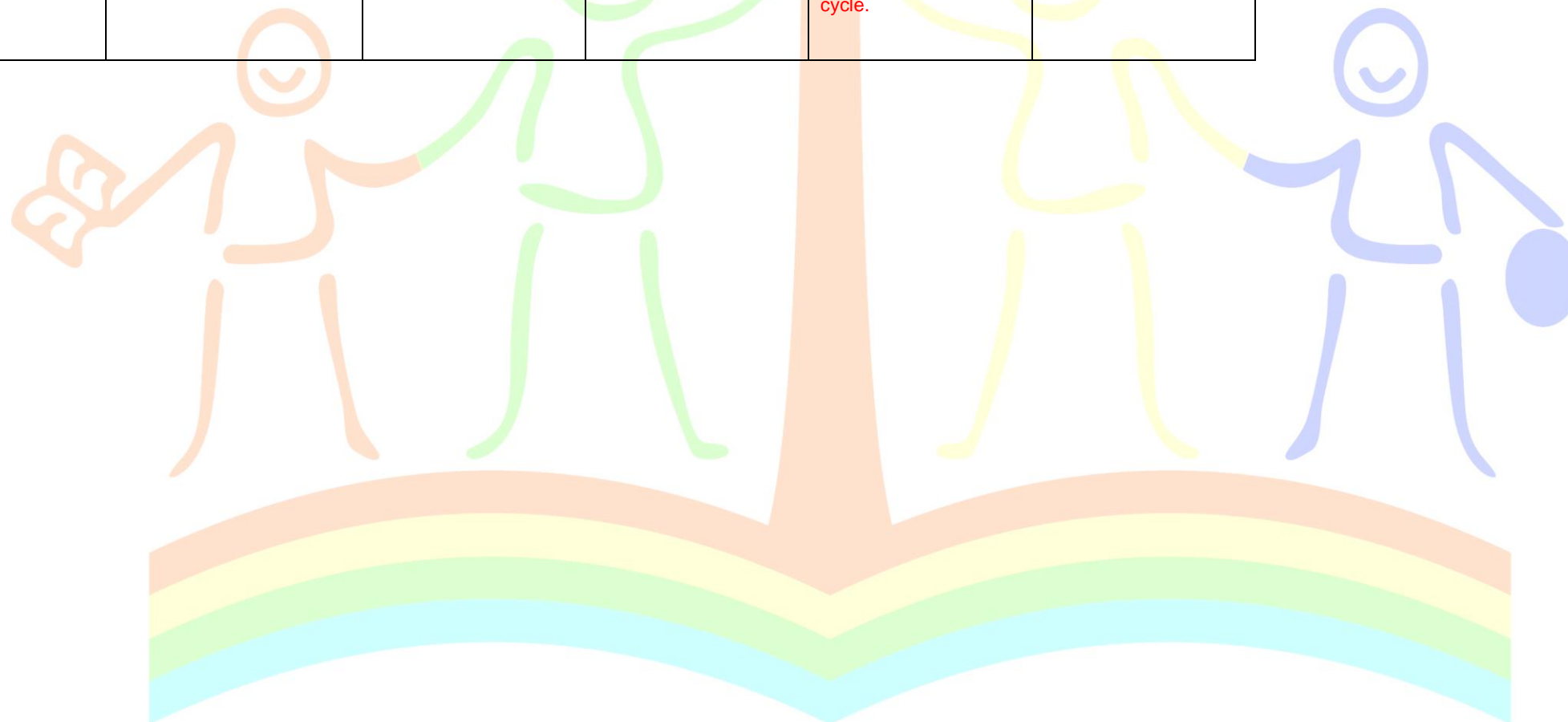


<p><b>Mental Health and Well-being</b> Pupils should know: <b>H11.</b> about different feelings that humans can experience <b>H12.</b> how to recognise and name different feelings <b>H13.</b> how feelings can affect people's bodies and how they behave <b>RSHE Mental well-being:</b> that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p><b>Mental Health and Well-being</b> Pupils should know: <b>H14.</b> how to recognise what others might be feeling <b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things <b>H16.</b> about ways of sharing feelings; a range of words to describe feelings <b>RSHE Mental well-being:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p><b>Mental Health and Well-being</b> Pupils should know: <b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) <b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good <b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it <b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better <b>RSHE Mental well-being:</b> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <b>RSHE Physical health and fitness:</b> the characteristics and mental and physical benefits of an active lifestyle. (this topic is also covered in science) <b>RSHE Mental well-being:</b> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>RSHE Mental wellbeing:</b> that mental wellbeing is a normal part of daily life, in the same way as physical health. <b>RSHE Physical health and fitness:</b> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. (this topic is covered in the science curriculum) <b>RSHE Health and Prevention:</b> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	<p><b>Mental Health and Well-being</b> Pupils should know: <b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health <b>H16.</b> about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing <b>RSHE Mental well-being:</b> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <b>RSHE Physical health and fitness:</b> the characteristics and mental and physical benefits of an active lifestyle. (this topic is also covered in science)</p>	<p><b>Mental Health and Well-being</b> Pupils should know: <b>H17.</b> to recognise that feelings can change over time and range in intensity <b>H18.</b> about everyday things that affect feelings and the importance of expressing Feelings <b>RSHE Mental well-being how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</b> <b>RSHE Physical health and fitness:</b> how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p><b>Mental Health and Well-being</b> Pupils should know: <b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; <b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations <b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others <b>RSHE Mental well-being:</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <b>RSHE Mental wellbeing:</b> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	<p><b>Mental Health and Well-being</b> Pupils should know: <b>H22.</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult <b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement <b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools <b>RSHE Mental well-being</b> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). <b>RSHE Mental well-being:</b> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <b>RSHE Health and prevention:</b> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>
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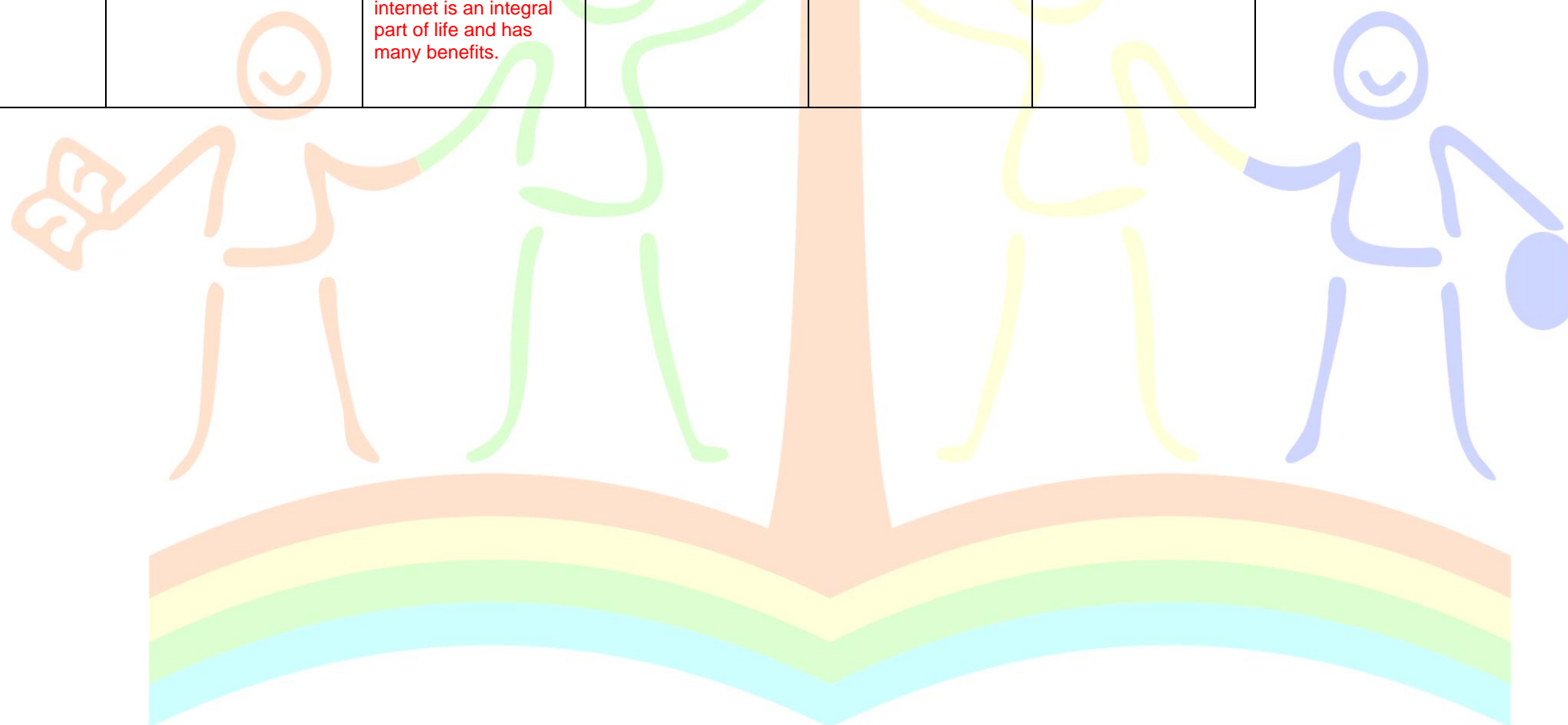




<p><u>Ourselves, growing and Changing</u> Pupils should know: <b>H21.</b> to recognise what makes them special <b>H22.</b> to recognise the ways in which we are all unique</p>	<p><u>Ourselves, growing and Changing</u> Pupils should know: <b>H23.</b> to identify what they are good at, what they like and dislike <b>H24.</b> how to manage when finding things difficult</p>	<p><u>Ourselves, growing and Changing</u> <b>RSHE Healthy eating:</b> what constitutes a healthy diet (including understanding calories and other nutritional content) the principles of planning and preparing a range of healthy meals. (This topic is covered in the science curriculum)</p>	<p><u>Ourselves, growing and Changing</u> <b>RSHE Physical health and fitness:</b> the risks associated with an inactive lifestyle (including obesity). in science curriculum) <b>RSHE Healthy Eating</b> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health). (This topic is covered in the science curriculum)</p>	<p><u>Ourselves, growing and Changing</u> <b>RSHE Health and prevention:</b> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (This topic is covered in the science curriculum)</p>	<p><u>Ourselves, growing and Changing</u> Pupils should know: <b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing) <b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene <b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty <b>Changing adolescent body RSHE:</b> Key facts about puberty and the changing adolescent body, particularly from age through to age 11, including physical and emotional changes. <b>RSHE:</b> about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p><u>Ourselves, growing and Changing</u> Pupils should know: <b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction <b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for! <b>Non statutory RSHE:</b> How babies are made, reproduction and birth</p>
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<p><b>Keeping Safe</b> Pupils should know: <b>H28.</b> about rules and age restrictions that keep us safe <b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm <b>H30.</b> about how to keep safe at home (including around <b>RSHE Health and prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</b></p>	<p><b>Keeping Safe</b> Pupils should know: <b>H31.</b> that household products (including medicines) can be harmful if not used correctly <b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely <b>H33.</b> about the people whose job it is to help keep us safe <b>RSHE Health and prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</b></p>	<p><b>Keeping Safe</b> Pupils should know: <b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them <b>H35.</b> about what to do if there is an accident and someone is hurt <b>H36.</b> how to get help in an emergency (how to dial 999 and what to say) <b>RSHE (Basic first aid) how to make a clear and efficient call to emergency services if necessary.</b></p>	<p><b>Keeping Safe</b> Pupils should know: <b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming <b>H38.</b> how to predict, assess and manage risk in different situations <b>RSHE Internet safety and harms: why social media, some computer games and online gaming, for example, are age restricted.</b> <b>RSHE Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</b> <b>RSHE Internet safety and harms: that for most people the internet is an integral part of life and has many benefits.</b></p>	<p><b>Keeping Safe</b> Pupils should know: <b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe <b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p><b>Keeping Safe</b> Pupils should know: <b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about <b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact <b>RSHE Online relationships: how information and data is shared and used online.</b> <b>RSHE Internet safety and harms: where and how to report concerns and get support with issues online.</b></p>	<p><b>Keeping Safe</b> Pupils should know: <b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup> <b>H44.</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say <b>RSHE (Basic first aid): concepts of basic first-aid, for example dealing with common injuries, including head injuries.</b> <b>RSHE Health and prevention: the facts and science relating to allergies, immunisation and vaccination.</b> <b>RSHE Drugs, alcohol and tobacco</b> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (covered in the Y6 Science curriculum)</p>
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**Friendships and Bullying**

Pupils should know:  
**R6.** about how people make friends and what makes a good friendship  
**R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  
**RSHE Caring friendships:** how important friendships are in making us feel happy and secure, and how people choose and make friends.  
**RSHE Online relationships:** that people sometimes behave differently online, including by pretending to be someone they are not.  
**RSHE Online relationships:** that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.  
**RSHE Respectful relationships:** the conventions of courtesy and manners.

**Friendships and Bullying**

Pupils should know:  
**R7.** about how to recognise when they or someone else feels lonely and what to Do  
**R11.** about how people may feel if they experience hurtful behaviour or bullying  
**RSHE Caring friendships:** that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

**Friendships and Bullying**

Pupils should know:  
**R8.** simple strategies to resolve arguments between friends positively  
**R9.** how to ask for help if a friendship is making them feel unhappy  
**R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  
**RSHE Caring friendships:** that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  
**RSHE Respectful Relationships:** about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

**Friendships and Bullying**

Pupils should know:  
**R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  
**R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  
**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  
**R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  
**R21.** about discrimination: what it means and how to challenge it  
**RSHE Caring friendships:** the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties.  
**RSHE Online relationships:** that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

**Friendships and Bullying**

Pupils should know:  
**R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  
**R12.** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face  
**R13.** the importance of seeking support if feeling lonely or excluded  
**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  
**R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  
**R21.** about discrimination: what it means and how to challenge it  
**RSHE Caring friendships:** the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties.  
**RSHE Online relationships:** how to critically consider their online friendships and sources of information including awareness of the risks associated

**Friendships and Bullying**

Pupils should know:  
**R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  
**R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  
**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  
**R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  
**R21.** about discrimination: what it means and how to challenge it  
**RSHE Caring friendships:** how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  
**RSHE Internet safety and harms:** about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing  
**RSHE Respectful Relationships:** the importance of self-respect and how this

**Friendships and Bullying**

Pupils should know:  
**R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends  
**R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  
**R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  
**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  
**R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  
**R21.** about discrimination: what it means and how to challenge it  
**RSHE Caring friendships:** that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  
**RSHE Internet safety and harms:** that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  
**RSHE Mental wellbeing:** that bullying (including cyberbullying) has a negative and often



					with people they have never met.	links to their own happiness.	lasting impact on mental wellbeing.
<p><b>Safe Relationships</b> Pupils should know: <b>R15.</b> how to respond safely to adults they don't know <b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary <b>Being safe RSHE:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <b>Being safe RSHE:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>Being safe RSHE:</b> how to report concerns or abuse, and the vocabulary and confidence needed to do so. <b>Being safe RSHE:</b> where to get advice e.g. family, school and/or other sources.</p>	<p><b>Safe Relationships</b> Pupils should know: <b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private <b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe <b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought <b>Being safe RSHE:</b> how to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p><b>Safe Relationships</b> Pupils should know: <b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not <b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) <b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe <b>Being safe RSHE:</b> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p>	<p><b>Safe Relationships</b> Pupils should know: <b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); <b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns <b>Being Safe RSHE:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <b>Being safe RSHE:</b> how to report concerns or abuse, and the vocabulary and confidence needed to do so. <b>Being safe RSHE:</b> where to get advice e.g., family, school and/or other sources.</p>	<p><b>Safe Relationships</b> Pupils should know: <b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know <b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact <b>Being safe RSHE:</b> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p><b>Safe Relationships</b> Pupils should know: <b>R26.</b> about seeking and giving permission (consent) in different situations <b>R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret <b>Being safe RSHE:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>RSHE Families and people who care for me:</b> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. <b>RSHE Respectful Relationships:</b> the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p><b>Safe Relationships</b> Pupils should know: <b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this <b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <b>Being safe RSHE:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>Families and people who care for me RSHE:</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <b>RSHE Online relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	

