



Subject Area: Anti-Abuse Curriculum

Knowledge/skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identity</p>	<p>Nursery I know that I don't have to be like other people around me, I have a right to be different</p> <p>Strategies/content: Exploration of family I live with personal identity My personal preferences, qualities and strengths</p> <p>Reception I know that I don't have to be like other people around me, I have a right to be different</p> <p>Strategies/content: My personal preferences, qualities and strengths</p>	<p>I know that I will be healthier and happier if I am my authentic self</p> <p>I know who I am and who I want to be, but this can change</p> <p>Strategies/content: Positive self-talk: the power of internal dialogue</p> <p>Behaviour for learning – key components for helping myself to learn and develop</p> <p>My personal preferences, qualities and strengths</p>	<p>I know I don't have to be the person others think I am or should be</p> <p>I am not dependent on others for my self-worth</p> <p>Strategies/content: Positive self-talk: the power of internal dialogue</p> <p>Behaviour for learning – key components for helping myself to learn and develop</p> <p>My personal preferences, qualities and strengths</p>	<p>I know that aspects of an individual's identity can change, including their religion/nonreligion, assigned gender, nationality and citizenship</p> <p>I know that my history and heritage contributes to my identity, but I am not defined by them</p> <p>Strategies/content: Exploration of personal history and personal identity</p> <p>Planning to achieve aspirations and develop talents, e.g. visualisation, goal setting, life course planning</p> <p>Positive self-talk: the power of internal dialogue</p> <p>Behaviour for learning – key components for helping myself to learn and develop</p>	<p>I know that friendships are not limited by gender, race/ethnicity or religion</p> <p>I know the importance of learning to open up my future opportunities</p> <p>Strategies/content: Planning to achieve aspirations and develop talents, e.g., visualisation, goal setting, life course planning</p> <p>Positive self-talk: the power of internal dialogue</p> <p>Respecting personal preferences, qualities and strengths in others</p> <p>Sense of worth and purpose</p>	<p>I know that gender is not binary</p> <p>I know the importance of learning to open up my future opportunities</p> <p>Strategies/content: Positive self-talk: the power of internal dialogue</p> <p>My personal preferences, qualities and strengths</p> <p>Sense of worth and purpose</p> <p>Learning from other lives and developing own role models</p>	<p>I have control over my own life and can make choices from many options</p> <p>I know how to protect my identity and reputation online and offline</p> <p>Strategies/content: My personal preferences, qualities and strengths</p> <p>Control over my online identity - private information, staying safe and being authentic</p> <p>Planning to achieve aspirations and develop talents, e.g., visualisation, goal setting, life course planning</p> <p>Positive self-talk: the power of internal dialogue</p>

Resilience and wellbeing

Nursery

I know how to recognise and express my needs

I know that if/when bad things happen, I can recover

Reception

I know how to recognise and express my needs

I know that if/when bad things happen, I can recover

When I make mistakes or have a bad experience, I have strategies to move forward positively

Strategies/content:

Strategies for calmness and relaxation, e.g., mindfulness, yoga, breathing exercises

Understanding the relationship between thinking, feeling and behaviour

Year 1

When I make mistakes or have a bad experience, I have strategies to move forward positively

I know how to express my independence, but I also recognise I may need to access support and guidance

Gratitude - living life gratefully

Rising to the challenge – self-confidence under pressure

Stress management
How to recognise and reject world views that encourage or embrace violence and death

Strategies/content:

Strategies for calmness and relaxation, e.g., mindfulness, yoga, breathing exercises

Year 2

I know how to express my independence, but I also recognise I may need to access support and guidance

I know that I need to pay attention to my emotions and take care of my mental wellbeing

Strategies/content:

Helping hands

Strategies for calmness and relaxation, e.g., mindfulness, yoga, breathing exercises

Year 3

I have strategies to maintain my self-esteem, self-worth and confidence

I have aspirations for the future, and I know how to plan to achieve those aspirations

Strategies/content:

Understanding the impact of setting achievable goals

Strategies for calmness and relaxation, e.g., mindfulness, yoga, breathing exercises

Year 4

I have aspirations for the future, and I know how to plan to achieve those aspirations

I know that making universal statements and catastrophizing is destructive to myself and to others

Strategies/content:

Strategies for calmness and relaxation, e.g., mindfulness, yoga, breathing exercises

Strategies to prevent catastrophizing – including understanding that what you look for is what you will notice more

Year 5

I know that making universal statements and catastrophizing is destructive to myself and to others

I know that everyone experiences ups and downs in their life: everyone struggles sometimes but talking about problems helps

I know how to help myself and others to calm down when angry or distressed

Strategies/content:

Strategies for calmness and relaxation, e.g., mindfulness, yoga, breathing exercises

Strategies to prevent catastrophizing – including understanding that what you look for is what you will notice more

Year 6

I know that making universal statements and catastrophizing is destructive to myself and to others

I know that everyone experiences ups and downs in their life: everyone struggles sometimes but talking about problems helps

Strategies/content:

Strategies for calmness and relaxation, e.g., mindfulness, yoga, breathing exercises

Things that may make me vulnerable – hurtful and/or criminal behaviour, feeling inferior, bereavement and loss, mental ill-health, allowing other people to control me
Strategies to prevent catastrophizing – including understanding that what you look for is what you will notice more

<p>Character and personal values</p>	<p>Nursery I know that helping others can make me feel good about myself Strategies/content: Understanding and building skills for empathy and compassion</p> <p>Reception I know that helping others can make me feel good about myself, but in helping others I should not put my own safety, wellbeing and future at risk</p> <p>I know the importance and value of caring and kindness and have skills to help myself and others</p> <p>Strategies/content: Understanding and building skills for empathy and compassion</p> <p>Sharing activities</p>	<p>Year 1 I know that helping others can make me feel good about myself, but in helping others I should not put my own safety, wellbeing and future at risk</p> <p>I know that my choices and behaviours have consequences and that I can change my behaviours and choices</p> <p>Strategies/content: Skills for team working collaboration and leadership</p> <p>How to recognise and to be a real friend, an active citizen and/or provide peer to peer support, e.g., using peaceful problem solving, restorative approaches, mediation</p>	<p>Year 2 I know the importance of a growth mind-set and approaching life with optimism to help me achieve my goals</p> <p>I can work on my own but sometimes know that I will benefit from working in a group</p> <p>I can recognise and value the strengths of others</p> <p>I know that hurtful, unkind behaviour has a negative impact on others Strategies/content: How to recognise and resist peer pressure and intimidation</p> <p>How to recognise and to be a real friend</p>	<p>Year 3 I know that I can and do make a difference to other people</p> <p>I can pick and choose from sets of belief to formulate my own belief system</p> <p>I can reject pressure to join in with hurtful and immoral behaviour</p> <p>I have skills and strategies to help encourage understanding when friends fall out</p> <p>Strategies/content: How to recognise and resist peer pressure and intimidation</p> <p>How to recognise and to be a real friend</p>	<p>Year 4 I have confidence in my ability to decide when to be compassionate and when to challenge and confront</p> <p>I have skills and strategies to help encourage understanding when friends fall out</p> <p>I can reject pressure to join in with hurtful and immoral behaviour Strategies/content: Skills to recognise and resolve moral dilemmas</p> <p>How to recognise and resist peer pressure and intimidation</p>	<p>Year 5 I know that fulfilling my potential requires the development of judgement, morality and integrity</p> <p>I can reject pressure to join in with hurtful and immoral behaviour</p> <p>I have skills and strategies to help encourage understanding when friends fall out</p> <p>Strategies/content: How to recognise and resist peer pressure and intimidation</p> <p>How to recognise and to be a real friend, an active citizen and/or provide peer to peer support, e.g., using peaceful problem solving, restorative approaches, mediation</p>	<p>Year 6 I know that fulfilling my potential requires the development of judgement, morality and integrity</p> <p>I can reject pressure to join in with hurtful and immoral behaviour</p> <p>I have conflict resolution skills</p> <p>Strategies/content: How to recognise and resist peer pressure and intimidation</p> <p>How to recognise and to be a real friend, an active citizen and/or provide peer to peer support, e.g., using peaceful problem solving, restorative approaches, mediation</p> <p>How to stand up to racism, homophobia and bullying</p>
---	---	--	---	--	---	--	---

<p>Diversity and community</p>	<p>Nursery I know that we all have different families</p> <p>Strategies/content: Exposure to diverse groups and individuals</p> <p>Reception I know that we all have different families</p> <p>I can listen to the ideas of others and understand that we have different views and ideas</p> <p>Strategies/content: Exposure to diverse groups and individuals</p> <p>Group learning opportunities</p>	<p>Year 1 I know that everyone is of equal worth</p> <p>I can learn from people who are similar to me and people who are different from me</p> <p>I understand how to be a good citizen</p> <p>Strategies/content: Random learning partners</p> <p>Group learning tasks</p> <p>Understanding the equal worth of every individual within a democracy</p>	<p>Year 2 I understand how to be a good citizen and how to work for change within a democratic system</p> <p>I can learn from people who are similar to me and people who are different from me</p> <p>Strategies/content: Random learning partners</p> <p>Opportunities to support others</p> <p>Our similarities help build community, but our differences make us all unique</p> <p>Political parties – who they are and what they believe on key issues and non-belief; sex; and sexual orientation. sexual orientation.</p>	<p>Year 3 I know how to show my acceptance of diversity and my respect for all people</p> <p>I know that we do not always get on with everyone and that sometimes we can agree to disagree</p> <p>I know that being part of a community comes with responsibilities to myself and others</p> <p>Strategies/content: Random learning partners</p> <p>Accepting the authentic self: no-one should have to hide who they are to be safe or be accepted</p>	<p>Year 4 I know that respect for everyone includes those with whom I disagree or those who are very different from myself, but that no-one has the right to treat me with disrespect or to abuse me.</p> <p>I know that being part of a community comes with responsibilities to myself and others</p> <p>Strategies/content: Random learning partners</p> <p>Respect – what it means, how the term can be misused and the importance of respect for self, for individuals and for groups</p>	<p>Year 5 I know how to explore and discuss different points of view with sensitivity</p> <p>I know the importance of the rule of law in British society and I abide by these laws ensuring that my expression of my personal views is not breaking the law</p> <p>I can recognise stereotypes and universal statements about others and understand that they support prejudicial thinking</p> <p>Strategies/content: Random learning partners</p> <p>Recognising stereotypes and prejudice, the need to challenge them and how to do so</p> <p>Knowing what hate crime is and how to report it</p>	<p>Year 6 I know that I have the right to my own views and beliefs, as does every other person, and that I have a responsibility to be open to new learning to inform my beliefs and decisions</p> <p>I know the importance of the rule of law in British society and I abide by these laws ensuring that my expression of my personal views is not breaking the law</p> <p>I understand human rights, the values that underpin British society and the freedoms and benefits I experience as a result</p> <p>Strategies/content: Understanding equalities law and potential conflicts and dilemmas around the protected characteristics, including: disability; gender identity and reassignment; ‘race’/ethnicity/culture; religion, belief sexual orientation. Using democratic and legal means to strive to improve British society,</p>
---------------------------------------	--	---	--	---	--	---	--

<p>Keeping safe, knowing what is not okay and restoring safety</p>	<p>Nursery I can listen and follow instructions I can use routines to help me keep safe</p> <p>Strategies/content: Networks of support – Helping hand who I can talk to when I am worried</p> <p>No secrecy rules</p> <p>Reception I can listen and follow several instructions I know why it is important to follow instructions and routines I know how to say no when I want someone to stop hurtful or upsetting behaviour toward me I know that I need to use kind words towards others</p> <p>Strategies/content: Networks of support – Helping hand who I can talk to when I am worried</p> <p>No secrecy rules</p>	<p>I know how to listen well, as a learner, a collaborator and a friend</p> <p>I know how to say no when I want someone to stop hurtful or upsetting behaviour toward me</p> <p>I understand that I should tell an adult if I see someone being unkind</p> <p>I can use the safety ladder to get help if I think I am being bullied I know that it is hurtful to treat others unkindly judged on their likes and looks</p> <p>Strategies/content: Networks of support – Helping hand who I can talk to when I am worried</p> <p>No secrecy rules</p>	<p>I know that I should pay attention to my feelings and instincts so I can recognise when something is not okay</p> <p>I understand that I should tell an adult if I see someone being unkind</p> <p>I know that everyone has the right to feel safe and that people who feel unsafe need to access support</p> <p>I know how to say no when I want someone to stop hurtful or upsetting behaviour toward me</p> <p>I know that racism is commenting on or being unkind to someone based on how they look</p> <p>I know how to access support when I need it and I know that I may need to speak with different people to get the right help</p> <p>I know that people who care will express concern if they think I am at risk</p> <p>Strategies/content:</p>	<p>I understand that I should tell an adult if I see someone being unkind</p> <p>I understand that I should tell an adult if someone tells me to do something I know is wrong</p> <p>I know that I should tell someone if I am pressured to join in with hurtful or unlawful behaviour</p> <p>I know that racism is commenting on, being unkind to someone or treating them unfairly based on how they look</p> <p>I know that doing nothing is a negative step when someone is being hurt, including myself, and that there are always positive steps I can take</p> <p>I know that everyone has the right to feel safe and that people who feel unsafe need to access support</p> <p>I know how to say no when I want someone to stop hurtful or</p>	<p>I understand that I should tell an adult if I see someone being unkind</p> <p>I understand that I should tell an adult if someone tells me to do something I know is wrong</p> <p>I know that I should tell someone if I am pressured to join in with hurtful or unlawful behaviour</p> <p>I know that doing nothing is a negative step when someone is being hurt, including myself, and that there are always positive steps I can take</p> <p>I know that racism is commenting on, being unkind to someone or treating them differently based on how they look</p> <p>I know that everyone has the right to feel safe and that people who feel unsafe need to access support</p> <p>I know how to say no when I want someone to stop hurtful or</p>	<p>I know that I should tell someone if I am pressured to take substances or to join in with hurtful or unlawful behaviour</p> <p>I know that doing nothing is a negative step when someone is being hurt, including myself, and that there are always positive steps I can take</p> <p>I know how to say no when I want someone to stop hurtful or upsetting behaviour toward me and others</p> <p>I know that some people who want to manipulate or exploit me, may try to make me blame myself. If I think this has happened I must get help</p> <p>I know that some people who want to manipulate or exploit me, may try to make me blame myself. If I think this has happened I must get help</p> <p>I know how to access support when I need it and I know that I may need to speak with different people to get the right help I know that racism is commenting on, being unkind to someone or treating them differently based on how they look</p>	<p>I know that doing nothing is a negative step when someone is being hurt, including myself, and that there are always positive steps I can take</p> <p>I know how to say no when I want someone to stop hurtful or upsetting behaviour toward me and others</p> <p>I know that some people who want to manipulate or exploit me, may try to make me blame myself. If I think this has happened I must get help</p> <p>I know that people who care about me will not pressure me to keep our relationship or activities secret I can use resilience skills to resist when I am being encouraged, pressured or coerced to do things by others that may cause harm to myself or others, such as drinking alcohol to excess, engaging in illegal drug taking, carrying a weapon, having sex or marrying against my will</p>
---	--	---	--	--	---	--	---

			<p>Using the safety ladder to get help if I think I am being bullied</p> <p>No secrecy rules</p> <p>Getting help for those who need it</p>	<p>upsetting behaviour toward me</p> <p>I know how to access support when I need it and I know that I may need to speak</p> <p>Strategies/content: Childline number Using the safety ladder to get help if I think I am being bullied</p> <p>Dialling 999 or helping with basic first aid Reporting abuse to Childline</p> <p>No secrecy rules</p> <p>No bystanders – reporting to adults</p>	<p>upsetting behaviour toward me</p> <p>I know that people who care will express concern if they think I am at risk</p> <p>Strategies/content: Childline number Taking the right action to stand up for those being treated unkindly – no bystanders</p> <p>Dialling 999 or helping with basic first aid Reporting abuse to Childline</p> <p>No bystanders – anti-bullying champions Identifying friendship cruelty e.g. making people choose between friends, unhelpful roles within groups</p>	<p>Pupils are taught what racism is, it's harmful effects and the rule of law.</p> <p>I know that people who care will express concern if they think I am at risk</p> <p>Strategies/content: Childline number No bystanders – anti-bullying champions Identifying friendship cruelty e.g. making people choose between friends, unhelpful roles within groups</p> <p>How grooming works on and offline – e.g. befriending, flattery, meeting your needs, controlling strategies, isolation, rules facilitating domination, veiled threats, threats to exclude or expose, pressure, aggression, punishment, unacceptable expectations</p>	<p>Strategies/content: Childline number No secrecy rules (e.g. questioning why and recognising boundaries of adult behaviour and identifying red flags, such as encouraging body exposure, arranging secret meetings, arranging meetings in adult contexts, providing under 18s with alcohol, drugs and expensive gifts)</p> <p>Pupils are taught what racism is, it's harmful effects and the rule of law.</p> <p>No bystanders – anti-bullying champions Identifying friendship cruelty e.g. making people choose between friends, unhelpful roles within groups</p> <p>Building on the previous PSHE lessons, pupils consider the harmful effects of stereotyping. Pupils learn about bias and subconscious bias, why it is important that we do not make judgements about</p>
--	--	--	--	--	---	---	--

							<p>people based the way they look and challenge unlawful acts.</p> <p>Pupils learn that the age of 10 makes us legally responsible in following the rule of law.</p> <p>Pupils discuss discrimination including racism is unlawful.</p> <p>Pupils discuss how grooming works on and offline – e.g. befriending, flattery, meeting your needs, controlling strategies, isolation, rules facilitating domination, veiled threats, threats to exclude or expose, pressure, aggression, punishment, unacceptable expectations Understanding modern day slavery Voluntary abuse – e.g. understanding the science of how drugs and alcohol can abuse our minds and bodies How and when to advise a friend</p>
--	--	--	--	--	--	--	---

<p>Body and relationship safety</p>	<p>Nursery I know that my privates are private</p> <p>Strategies/Content: NSPCC Pantosaurus</p> <p>Reception I know that my privates are private</p> <p>I know that I may not touch anyone without their permission (consent)</p> <p>No-one has the right to say unkind things to me intended to make me feel bad about myself</p> <p>I can take risks when in the care of trusted adults</p> <p>Strategies/Content: NSPCC Pantosaurus Regular visits to the Orchard area</p>	<p>Year 1 No-one has the right to say unkind things to me intended to make me feel bad about myself</p> <p>I understand that we cannot like everyone, but we should treat everyone with respect. If I feel I cannot like someone else, I know that does not give me the right to disrespect or abuse them</p> <p>I know that I may not touch anyone without their permission (consent)</p> <p>Strategies/Content: Helping hand Safety ladder</p> <p>How to reject and how to report inappropriate touch</p>	<p>Year 2 I understand that we cannot like everyone, but we should treat everyone with respect. If I feel I cannot like someone else, I know that does not give me the right to disrespect or abuse them</p> <p>I know that no-one has the right to touch, harm or criticise my body</p> <p>I know that I may not touch anyone without their permission (consent)</p> <p>Strategies/Content: Helping hand Safety ladder</p> <p>How to reject and how to report inappropriate touch</p>	<p>Year 3 I know that no-one has the right to touch, harm or criticise my body</p> <p>I know that I may not touch anyone without their permission</p> <p>I understand that I can take a risk on purpose, but I know how to recognise when the risk level is too high</p> <p>I know how to get support if I am in physical danger and can support other people to get help if they are in this situation</p> <p>Strategies/content: Childline number Anti-bullying physical safety strategies Strangers, 'friends' and true friends -we don't know who we are speaking to online</p> <p>Respecting yourself online – understanding that information, pictures and videos is there forever</p> <p>Respecting your own body – learning not to</p>	<p>Year 4 I know that no-one has the right to touch, harm or criticise my body</p> <p>I know that I may not touch anyone without their permission</p> <p>I know how to get support if I am in physical danger and can support other people to get help if they are in this situation</p> <p>I know that my body belongs only to me I need to take care of my body and keep it healthy and safe</p> <p>Strategies/content: Childline number Anti-bullying physical safety strategies Strangers, 'friends' and true friends -we don't know who we are speaking to online</p> <p>Respecting yourself online – understanding that information, pictures and videos is there forever</p> <p>Appropriate and inappropriate touch</p>	<p>Year 5 I know that no-one has the right to touch, harm or criticise my body</p> <p>I know that I may not touch anyone without their permission</p> <p>I know how to get support if I am in physical danger and can support other people to get help if they are in this situation</p> <p>I know that my body belongs only to me I need to take care of my body and keep it healthy and safe</p> <p>I know that there are parts of my body that are private and should usually only be touched by me or, if I am sick or hurt, by doctors, nurses or parents/carers who I know are trying to make me better (and that this should be witnessed by another person of my choosing)</p>	<p>Year 6 I know that no-one has the right to touch, harm or criticise my body</p> <p>I know that I may not touch anyone without their permission</p> <p>I know how to get support if I am in physical danger and can support other people to get help if they are in this situation</p> <p>I know that my body belongs only to me I need to take care of my body and keep it healthy and safe, free of substances that may cause harm, remove my ability to care for myself or cause addiction</p> <p>I know that bodies come in different shapes and sizes and that I don't have to change my body or to look like other people to be acceptable</p> <p>I know that there are parts of my body that are private and should usually only be</p>
--	---	---	--	--	--	---	---

				<p>hurt or harm yourself and recognising self-abuse as a sign of a need for support</p> <p>Understanding consent – My body belongs to me</p> <p>Seeking support in dealing with negative relationships</p>	<p>How to reject and how to report inappropriate touch</p> <p>Understanding consent – My body belongs to me</p> <p>How to spot the shift in a relationship that is becoming unpleasant</p> <p>Recognising and resisting the pressure online and offline to have the perfect body</p>	<p>I know that bodies come in different shapes and sizes and that I don't have to change my body or to look like other people to be acceptable</p> <p>Strategies/content: Childline number Anti-bullying physical safety strategies Strangers, 'friends' and true friends -we don't know who we are speaking to online</p> <p>How to reject and how to report inappropriate touch</p> <p>Understanding consent – My body belongs to me</p> <p>Respecting yourself online – understanding that information, pictures and videos is there forever</p> <p>Respecting your own body – learning not to hurt or harm yourself and recognising self-abuse as a sign of a need for support</p>	<p>touched by me or, if I am sick or hurt, by doctors, nurses or parents/carers who I know are trying to make me better (and that this should be witnessed by another person of my choosing)</p> <p>no-one should ever expect, pressure or force me to allow them to touch or have photographs of me</p> <p>I know how to say no or how to get help if someone is pressuring me</p> <p>Strategies/content: Childline number Anti-bullying physical safety strategies Strangers, 'friends' and true friends -we don't know who we are speaking to online</p> <p>How to reject and how to report inappropriate touch</p> <p>Understanding consent – My body belongs to me</p> <p>Respecting yourself online – understanding that information, pictures and videos is there forever</p>
--	--	--	--	--	--	--	--

Knowledge/skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>Appropriate and inappropriate touch How to reject and how to report inappropriate touch</p> <p>Understanding consent – My body belongs to me How to spot the shift in a relationship that is becoming destructive</p> <p>How to seek help when someone claims indebtedness, dependency, isolation, exploiting fear of loss, emotional traps, unreasonable expectations, violence and abuse</p> <p>Recognising and resisting the pressure online and offline to have the perfect body</p> <p>Learn about the range of substances, their possible effects on the body and the legal situation of drug use and abuse Learn about alcohol units in order to drink responsibly as an adult</p>	<p>Respecting your own body – learning not to hurt or harm yourself and recognising self-abuse as a sign of a need for support</p> <p>Appropriate and inappropriate touch How to reject and how to report inappropriate touch</p> <p>Understanding consent – My body belongs to me</p> <p>How to spot the shift in a relationship that is becoming destructive</p> <p>Recognising and resisting the pressure online and offline to have the perfect body</p> <p>Learn about the range of substances, their possible effects on the body and the legal situation of drug use and abuse Learn about alcohol units in order to drink responsibly as an adult</p>

Critical thinking

Nursery

I can share ideas about things that I am interested in

Strategies/Content:

Show and tell

Reception

I can share ideas about things that I am interested in and listen to the ideas of others asking them questions to find out more

Strategies/Content:

Show and tell question times

Year 1

I know how to explain my ideas and have the confidence and self-belief to do so

I can recognise and describe my emotions

I know that violence and aggression is not an acceptable way of imposing views on and control other people

Strategies/Content:

Group work situations – sharing of ideas

Circle time

Exposure to discussions about peaceful resolution

Discussions about control and how this harms relationships

Year 2

I can recognise and describe my emotions and moods and how they impact on me

I can disagree with someone else’s opinion without being hurtful or rude

I know that violence and aggression is not an acceptable way of imposing views on and control other people

Strategies/Content:

Discussions about control and how this harms relationships

Year 3

I can recognise and describe my emotions and moods and how they impact on me

I can disagree with someone else’s opinion without being hurtful or rude

I can listen to an argument and explain why I agree or disagree

I know that violence and aggression is not an acceptable way of imposing views on and control other people

Strategies/Content:

Discussions about control and how this harms relationships

Year 4

I can disagree with someone else’s opinion without being hurtful or rude

I know that being prepared to change what I think shows that I am open-minded and willing to learn and develop

I know that violence and aggression is not an acceptable way of imposing views on and control other people

Strategies/Content:

Discussions about control and how this harms relationships

Year 5

I can be strong and stand up for what I believe is right know that some things are a matter of opinion, not a matter of fact, and how to spot these

I know how and why people may try to influence what I think and believe

I can recognise persuasive talking, persuasive writing and propaganda techniques

I understand that not everything that is printed or posted online and presents as being factual is in fact true and/or correct I try to do what I believe to be right, and I can apply my values in difficult situations

I know that violence and aggression is not an acceptable way of imposing views on other people

I know that violence and aggression is not an acceptable way of

Year 6

I can be strong and stand up for what I believe is right know that some things are a matter of opinion, not a matter of fact, and how to spot these

I know how and why people may try to influence what I think and believe

I can recognise persuasive talking, persuasive writing and propaganda techniques

I understand that not everything that is printed or posted online and presents as being factual is in fact true and/or correct I try to do what I believe to be right, and I can apply my values in difficult situations I know that violence and aggression is not an acceptable way of imposing views on and control other people

I know how we can be anti-racist in our actions and know why

						<p>imposing views on and control other people</p> <p>Strategies/Content: Exposure to different voices on the same issue Debating skills – presenting an argument, listening to different views, revising your position Recognising propaganda strategies</p> <p>To understand that receiving gifts often come alongside behavioural expectations and that this can lead to exploitation</p> <p>Recognising and rejecting violent and exploitative ideologies – e.g., Role models of peaceful resistance – e.g. Mahatma Gandhi, Role models for rights and/or change – e.g., Malala Yousafzai Discussions about control and how this harms relationships</p>	<p>being anti-racist is so important. I know that some values/causes are worth peaceful struggle to promote and achieve I have some knowledge and know where to obtain further knowledge to form attitudes and values and make decisions</p> <p>Strategies/Content: Recognising and challenging unsubstantiated facts, including in published and posted material Realising that images online do not always tell the ‘true’ story Recognising hypocrisy, false logic and conflicting values Recognising and rejecting violent and exploitative ideologies – e.g., #metoo, Daesh Role models of peaceful resistance – e.g., Martin Luther King, Nelson Mandela Role models for rights and/or change – e.g., Reni Eddo-Lodge, Sir Ian McKellen, Paris Lees Questioning the intentions of people, I only know online</p>
--	--	--	--	--	--	--	--

Knowledge/skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							<p>Recognising how a sense of 'indebtedness' can develop</p> <p>Strategies to reject the taking of substances that can alter our judgments and make us more vulnerable to exploitation and coercion</p> <p>To understand that receiving gifts often come alongside behavioural expectations and that this can lead to exploitation</p> <p>Discussions about control and how this harms relationships</p> <p>https://www.antiracism.education/primary</p>