










St John's RESPECT Curriculum

Objectives in **RED** are from the books linked to the "No Outsiders In Our School" book/planning.

EYFS	Sex and Relationships Respect others	Health and well-being, including safety Respect ourselves	Our community and the wider world Respect our World and everyone
Autumn   	<p><u>Communication:</u> To know how to engage in positive interactions with adults and peers. To play with one or more children, extending and elaborating play ideas.</p> <p><u>Fairness:</u> To find solutions to conflicts. Talk with others to solve conflicts</p> <p><u>Changing and growing:</u> To talk about how they have changed since being a baby</p> <p>To make friends with someone different (Blue Chameleon)</p>	<p><u>Emotions</u> To know that all feelings are ok. To know how to recognise own feelings, talk about feelings using words like 'happy', 'sad', 'angry'. To begin to understand how others might be feeling.</p> <p><u>e-safety To</u> Know that you can find out information from different sources e.g., internet, books. To know how to keep safe on the internet and how to get help if necessary.</p> <p><u>Healthy lifestyles</u> To be increasing independent in meeting their own care needs, e.g using the toilet, washing and drying their own hands. Begin to make healthy choices about food, drink, activity, and tooth brushing</p> <p><u>Keeping safe-</u> To understand how to keep themselves safe (NSPCC - The PANTS programme & Fire Safety)</p>	<p><u>Rule Of Law</u> To know the behavioural expectations of the Reception Class and school. To know that following rules is important</p> <p><u>Care:</u> To know and talk about the special things in their own lives. To know how to respect and take care of school resources. To know how to show respect and care for the natural environment and all living things.</p> <p><u>Individual liberty and respect:</u> To know how to engage in positive interactions with adults and peers</p> <p><u>Tolerance:</u> To develop positive attitudes about the differences between people To know about the different countries in the world and talk about the difference they have experienced or seen in photos</p>




St John's RESPECT Curriculum

<p>Spring</p>   	<p><u>Communication:</u> To understand how to listen carefully and why listening is important.</p> <p><u>Fairness:</u> To be able to play co-operatively and take turns. To build constructive and respectful relationships.</p> <p><u>Bullying:</u> To understand bullying behaviour; to understand how their behaviour affects others and that name calling is hurtful. To know who can help to deal with bullying</p> <p>To celebrate my family (Mommy Mare and Me)</p>	<p><u>Emotions</u> To express their own feelings and consider the feeling of others. Identify and moderate their own feelings socially and emotionally. To show resilience and perseverance in the face of challenge.</p> <p><u>Healthy lifestyles</u> To manage their own personal hygiene To know and talk about factors that support their health and well being</p> <p><u>Keeping safe-</u> To understand how to keep themselves safe (NSPCC - The PANTS programme) To understand fire safety and how to call for help if there is a fire</p>	<p><u>Individual liberty and respect:</u> To think about the perspective of others. To see themselves as a valuable individual.</p> <p><u>Tolerance:</u> To recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community.</p> <p><u>Democracy:</u> To understand that everyone can make decisions. To understand the importance of respecting others' opinions and choices</p> <p><u>Rule of law:</u> To be able to follow rules without an adult to remind them To understand why rules are important</p> <p><u>Care:</u> To explore the natural world around them.</p> <p>To understand that it's OK to like different things (Red Rockets and Rainbow Jelly)</p>
<p>Summer</p> 	<p><u>Communication:</u> To work and play cooperatively and take turns with others. Show sensitivity to their own and others need's</p>	<p><u>Emotions:</u> To show an understanding of their own feelings and those of others. To begin to regulate their behaviour accordingly</p>	<p><u>Individual liberty and respect:</u> Show sensitivity to their own needs and those of others</p>





St John's RESPECT Curriculum

 <p><u>Fairness:</u> Show sensitivity to their own and others need's. To be able to take turns with others.</p> <p><u>Bullying:</u> To understand bullying behaviour; to understand how their behaviour affects others and that name calling is hurtful. To know who can help to deal with bullying</p> <p><u>Changing and growing:</u> To name different parts of the body</p> <p>To understand that all families are different (The Family Book)</p>	<p><u>Healthy lifestyles:</u> To manage own personal hygiene and personal needs, including dressing, going to the toilet. To understand the importance of healthy food choices.</p> <p><u>Keeping safe-</u> To understand how to keep themselves safe- NSPCC - The PANTS programme & road safety</p> <p><u>Safety-</u>To understand the need for sun safety and how to keep safe in the sun; to understand when not to keep adult secrets and how to seek help when necessary, to know where and who to get help and advice from.</p>	<p><u>Tolerance:</u> To know some similarities and differences between different religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries.</p> <p><u>Democracy:</u> To understand that everyone can make decisions. To understand the importance of respecting others' opinions and choices</p> <p><u>Rule of law:</u> To explain the reasons for rules, know what is right and wrong and try to behave accordingly.</p> <p><u>Care:</u> To explore the natural world around them and how we need to look after it. To understand some important processes and changes in the natural world around them.</p> <p><u>Charity:</u> To understand why some people need help</p> <p>To say what I think (You Choose)</p>
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St John's **RESPECT Curriculum**

Year One	Sex and Relationships Respect others	Health and well-being, including safety Respect ourselves	Our community and the wider world Respect the world and people
Autumn  	<p>Communication: To recognise and communicate feelings to others; respect others' feelings; share opinions and explain views; work and play cooperatively;</p> <p>Fairness: to know what is fair and unfair; to understand the difference between right and wrong;</p> <p>Bullying: to understand bullying behaviour; to understand how their behaviour affects others and that name calling is hurtful; to know who can help to deal with bullying</p> <p>Changing and growing: To learn about the basic physical changes as we grow; To name parts of the body</p>	<p>Emotions: To learn that making positive choices can lead to happiness; to recognise and manage feelings in a positive way; to learn about a range of feelings and emotions</p> <p>Safety: to understand how to keep their body private and what to do if someone touches inappropriately (PANTS programme) To understand what a stranger is and how to ask for help if they are lost</p>	<p>Care: Understand the need to care for others and animals and their role that they play</p> <p>Individual liberty and respect: explain own viewpoint and respect the views of others; debate about topical issues; encourage to develop own interests and ideas</p> <p>Tolerance: Reflect on the similarities and differences between people</p> <p>Democracy: Understand that everyone can work together to make decisions</p> <p>Rule of law: To understand that rules keep us safe; to understand what happens if rules are broken</p> <p>Charity: To understand why some people need help</p>
Education for a connected world	<p>Health, Well-being and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p>Copyright and Ownership I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g., 'I designed it' or 'I filmed it').</p>		





St John's RESPECT Curriculum

	<p>Self-Image and Identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>Online Reputation I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.</p>		
<p>Spring</p>  	<p>Fairness: to recognise their behaviour can influence others; to understand the difference between teasing and bullying and develop strategies to cope with teasing.</p>	<p>Healthy lifestyles: Make simple healthy food choices</p> <p>Hygiene: Understand the importance of cleaning teeth and washing hands.</p> <p>Keeping safe- Understand the key signs of abuse how to report abuse</p>	<p>Individual liberty and respect: explain own viewpoint and respect the views of others;</p> <p>Tolerance: Reflect on the similarities and differences between people</p> <p>Democracy: Understand that everyone can work together to make decisions</p> <p>Rule of law: To understand that rules keep us safe</p>
<p>Education for a connected world</p>	<p>Online Relationships: I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g., video call apps or services).</p> <p>Online Bullying: I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Copyright and Ownership: I can save my work under a suitable title or name so that others know it belongs to me (e.g., filename, name on content). I can understand that work created by others does not belong to me even if I save a copy.</p>		
<p>Summer</p>	<p>Fairness: to recognise kind and unkind behaviour</p>	<p>Safety: To understand the need for sun safety and how to keep safe in the sun;</p>	<p>Individual liberty and respect: to understand that in relationships viewpoints may differ</p>





St John's **RESPECT Curriculum**

 	<p>Family and friends: to recognise the importance of family and friends; To identify special relationships and what makes them important.</p> <p>To play with everyone (Ten Little Pirates)</p>	<p>to understand when not to keep adult secrets and how to seek help when necessary, to know where and who to get help and advice from;</p> <p>To like the way I am. (Elmer)</p> <p>To understand that our bodies work in different ways (Max The Champion)</p>	<p>Tolerance: Reflect on the similarities and differences between people</p> <p>Democracy: Understand that everyone can work together to make decisions</p> <p>Rule of law: To understand that rules keep us safe;</p> <p>To recognise that people are different ages (My Grandpa)</p> <p>To understand that we share the world with lots of people (My World, Your World)</p>
<p>Education for a connected world</p>	<p>Privacy and Security: I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p>Online Relationships: I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>Managing Online Information: I can give simple examples of how to find information using digital technologies, e.g., search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>		

Year Two	Sex and Relationships	Health and well-being, including safety	Our community and the wider world
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St John's **RESPECT Curriculum**

	Respect others	Respect ourselves	Respect the world and people
Autumn  	<p><u>Changing and growing:</u> To take responsibility for their own actions and understand how their actions impact on others</p> <p><u>Bullying:</u> to understand bullying behaviour; to understand how their behaviour affects others and the difference between considered and impulsive behaviour; to know who can help to deal with bullying</p> <p style="color: red;">To be able to work with everyone in class (Blown Away)</p>	<p><u>Safety:</u> to understand how to keep their body private and what to do if someone touches inappropriately; to know when some secrets need to be shared To understand what to do if they are approached by a stranger To understand how to keep themselves safe (NSPCC – The PANTS programme)</p>	<p><u>Communities:</u> To develop a sense of belonging in the wider world; to collaborate and work in groups taking on different roles; consider ways of looking after the school and community; to develop a shared sense of responsibility for the community</p> <p><u>Individual liberty and respect:</u> To understand the local community is made up of people with different ideas and views</p> <p><u>Tolerance:</u> To understand the school and local community has people from different faiths and cultures To feel proud of being different (Just Because)</p> <p><u>Democracy:</u> Understand that everyone can work together to make decisions; Encourage children to debate and discuss with a view to solving a problem</p> <p><u>Rule of law:</u> to be able to consider why rules are in place in different areas of their lives and what happens if they are not kept to</p> <p><u>Charity:</u> To understand the need to help others</p>
Education for a connected world	<p><u>Health, Well-being and Lifestyle:</u> I can explain simple guidance for using technology in different environments and settings e.g., accessing online technologies in public places and the home environment. I can say how those rules/guides can help anyone accessing online technologies.</p>		




St John's RESPECT Curriculum

	<p>Online Bullying</p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying</p> <p>Managing Online Information: I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need (e.g., home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g., Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.</p> <p>Online Reputation</p> <p>I can explain how information put online about someone can last for a long time.</p>		
<p>Spring</p> 	<p>Emotions: to recognise and manage feelings in a positive way; to recognise their behaviour impacts on others; to understand the importance of love; to recognise choices and value achievement; to take responsibility for actions</p> <p>To understand what makes someone feel proud (The Odd Egg)</p> <p>To understand how we share the world (The First Splodge)</p>	<p>Keeping safe: To understand the basic road safety rules; To understand the importance of medicine safety; to recognise that some substances can harm the body;</p> <p>Healthy lifestyles: To make positive healthy lifestyle choices; to apply their understanding of healthy eating</p> <p>Healthy lifestyles: To understand the need for physical activity to keep healthy; to recognise the benefits of regular exercise; to understand the need for a balanced diet</p>	<p>Individual liberty and respect: explain own viewpoint and respect the views of others; debate about topical issues; take responsibility for their own actions</p> <p>Tolerance: Reflect on the similarities and differences between people</p> <p>Democracy: Understand that everyone can work together to make decisions</p> <p>Rule of law: To understand that rules keep us safe and that all actions have consequences</p>




St John's **RESPECT Curriculum**

		<p><u>Keeping safe-</u> Understand the key signs of abuse how to report abuse – stay safe – NSPCC programme To understand the basics of road safety (holding an adults hand, using a crossing)</p>	
Education for a connected world	<p>Online Reputation I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p>Self-Image and Identity: I can explain how other people may look and act differently online and offline I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p>Privacy and Security I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g., creating and protecting passwords).</p>		
Summer 	<p>Family and friends: Learn how to make positive relationships with peers; to learn about the importance of sharing as part of friendship</p>		<p>Money and finance: To understand the role of money in our society; to understand why it is important to keep money safe; to have an understanding of spending money wisely</p>




St John's **RESPECT Curriculum**

	<p><u>Changing and growing:</u> To identify and respect the similarities and differences between boys and girls; to learn about the process of growing old</p> <p><u>Body development:</u> To know adults have babies that grow into adults; to know the key changes from baby to child</p>		<p><u>Individual liberty and respect:</u> to understand that in relationships viewpoints may differ; make positive friendships with peers</p> <p><u>Tolerance:</u> Learn about the differences and similarities of people from other cultures; To understand what diversity is (The Great Big Book of Families)</p> <p><u>Democracy:</u> Understand that everyone can work together to make decisions and sometimes decisions are made that we do not agree on but the process has been democratic</p> <p><u>Rule of law:</u> To understand that rules keep us safe; Understand that consequences are a result of poor choices</p>
<p>Education for a Connected world</p>	<p><u>Copyright and Ownership:</u> I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.</p> <p><u>Online Relationships</u> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g., email, online gaming, a pen-pal in another school/country). I can explain who I should ask before sharing things about myself or others online.</p> <p><u>Online Relationships</u> I can describe different way to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'.</p>		



St John's RESPECT Curriculum

	<p>I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'y's', 'agree' or 'accept' online.</p>
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Year Three	Sex and Relationships Respect others	Health and well-being, including safety Respect ourselves	Our community and the wider world Respect the world and people
Autumn 	<p><u>Growing and changing:</u> to show awareness of the changes as we grow;</p> <p><u>Bullying:</u> To understand the different types of bullying behaviours and how to help someone being bullied</p>	<p><u>Physical, emotional and mental health:</u> To know and understand the differences between physical and emotional wellbeing; become more emotionally aware, understand the need for setting goals;</p> <p><u>Healthy lifestyles:</u> To understand the term healthy; To understand the recommended guidelines for physical activity; to explore the relationship between a physical and mentally healthy lifestyle</p> <p><u>safety</u> To know how to safely cross a road with adult supervision</p>	<p><u>Economic awareness:</u> To understand the importance of financial planning; to reflect on own spending habits</p> <p><u>Tolerance:</u> Learn about the differences and similarities of people from other cultures;</p> <p><u>Democracy:</u> Understand that everyone can work together to make decisions and sometimes decisions are made that we do not agree on but the process has been democratic</p> <p><u>Rule of law:</u> To understand that there are rules in different situations; to understand that rules may need to be changed; to plan ahead and consider consequences for actions;</p>




St John's
RESPECT Curriculum

			<p>Charity: To understand the need to help others and how that help support people</p>
<p>Project Evolve</p>	<p>Online Reputation: I can explain how to search for information about others online I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.</p> <p>Health, Well-being and Lifestyle I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g., age restricted gaming or websites)</p> <p>Managing Online Information I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things.</p> <p>Privacy and Security I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.</p>		





St John's **RESPECT Curriculum**

<p>Spring</p> 	<p>First aid: To be able to seek help in an emergency; To know how to make an emergency call;</p>	<p>Nutrition and food: To know where food come from; to understand the function of different food groups for a balanced diet; to prepare and cook a variety of dishes</p> <p>Emotions: To consider others' viewpoints; listen and reflect on others' feelings</p> <p>Keeping safe- Understand the key signs of abuse how to report abuse – stay safe – NSPCC programme To know what to do if approached by a stranger</p>	<p>Individual liberty: consider and respect the viewpoints of others and empathise with others</p> <p>Tolerance: To understand the similarities and differences in different local cultures.</p> <p>Rule of law: To understand that there are rules in different situations; to understand that rules may need to be changed; to plan ahead and consider consequences for actions;</p>
<p>Project evolve</p>	<p>Self-Image and Identity</p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g., gaming; using an avatar; social media) and why.</p> <p>Online Relationships:</p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p>		





St John's **RESPECT Curriculum**

<p>Summer</p>  	<p>Similarities and differences: To understand the need for positive relationships; to work co-operatively and show fairness and consideration to others;</p> <p>To understand how difference can affect someone (Oliver) To use strategies to help someone who feels different (The Hueys in the New Jumper) To be welcoming (Beegu)</p>	<p>Hygiene: To know how to look after our teeth</p> <p>Safety: To be able to identify pressures from different environment; demonstrate basic techniques to resist pressure</p> <p>To find a solution to a problem (Two Monsters)</p>	<p>Tolerance and respect: Understand the differing cultures within the local community and school</p> <p>Democracy: Understand that everyone can work together to make decisions and sometimes decisions are made that we do not agree on but the process has been democratic</p> <p>To understand what discrimination means (This Is Our House)</p>
	<p>Managing Online Information: I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g., in videos, memes, posts, new stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g., monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p> <p>Online Bullying: I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support</p>		





St John's RESPECT Curriculum

Year Four	Sex and Relationships Respect others	Health and well-being, including safety Respect ourselves	Our community and the wider world Respect the world and people
Autumn  	<p>Bullying: Understand the terms resilience and persistence and how the character traits are important; to recognise bullying behaviours and what is right and wrong; understand consequences of negative behaviours</p> <p>Discrimination: To understand the terms discrimination and stereotypes and begin to challenge stereotypes particularly relating to gender and work</p> <p><i>To be who you want to be (Red: A Crayon's Story)</i></p> <p><i>To understand why people choose to get married (King and King)</i></p>	<p>Emotions: To listen and show consideration for other people's viewpoint; develop strategies for managing strong emotions; understand family units are different and can sometime change</p> <p>Aspirations: to know how to set realistic targets; to begin to talk about own strength and weaknesses'; to reflect on a range of skills required for different jobs</p> <p>Safety – to know how to cross a road safely; how pelican / zebra crossings work. To understand the dangers of water</p>	<p>Individual liberty and respect: to understand the viewpoint of others and be able to empathise;</p> <p>Democracy: To understand how democracy works and how we demonstrate democracy in school;</p> <p>Rule of law: To recognise the need for rules and consequences for breaking them. Begin to understand rules in the wider community</p> <p>Tolerance: Understand that family units are all different and can sometimes change</p>
<p><u>Managing Online Information</u></p> <p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g., social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g., advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p>			





St John's RESPECT Curriculum

	<p>I can explain that technology can be designed to act like or impersonate living things (e.g., bots) and describe what the benefits and the risks might be</p> <p>I can explain what is meant by fake news e.g., why some people will create stories or alter photographs and put them online to pretend something is true when it isn't</p> <p>Copyright and Ownership</p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>Online Bullying:</p> <p>I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g., image, video, text, chat).</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)</p>		
<p>Spring</p>  	<p>Communication: To understand the need to communicate clearly; show consideration to other people's views; express their views clearly, communicate opinions to a group</p> <p>Collaboration: To know how to spot problems and deal with them collaboratively</p> <p>To know when to be assertive (Dogs Don't Do Ballet)</p>	<p>Mental health – building connections</p> <p>To understand how to deal with loneliness</p> <p><u>Keeping safe-</u> Understand the key signs of abuse how to report abuse – stay safe – NSPCC programme</p>	<p>Individual liberty and respect: to understand the viewpoint of others and be able to empathise and consider the views of others; express own views clearly, share opinions in a group</p>
	<p>Online Reputation</p> <p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others</p> <p>Privacy and Security</p> <p>I can describe strategies for keeping personal information private, depending on context.</p>		





St John's RESPECT Curriculum

	<p>I can explain that internet use is never fully private and is monitored, e.g., adult supervision</p> <p>I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent</p>		
<p>Summer</p>  	<p>Collaboration: Work cooperatively showing fairness and consideration; work together to prioritise, take the lead and work in a team</p> <p>To overcome language as a barrier (The Way Back Home)</p>	<p>Safety: Staying safe away from home; bike safety</p> <p>First aid Emergencies and calling for help</p>	<p>Tolerance: be able to work in a group, taking varied roles and consider others</p> <p>Respect to treat all groups of people fairly and with respect and without discrimination</p> <p>Environment: Identify ways of improving the environment and take steps to address the issues.</p> <p>Charity: To understand the need to help others and how that help support people</p> <p>To ask questions (The flower)</p>
	<p>Self-Image and Identity:</p> <p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this</p> <p>Copyright and Ownership</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g., videos, music, images.</p>		





St John's RESPECT Curriculum

	<p>Health, Well-being and Lifestyle</p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p> <p>Online Relationships</p> <p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g., livestreaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognize healthy and unhealthy online behaviours.</p>
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Year Five	Sex and Relationships Respect others	Health and well-being, including safety Respect ourselves	Our community and the wider world Respect the world and people
Autumn  	<p>Relationships: Recognise how emotions can impact on relationships; <i>To recognise when someone needs help (How To Heal a Broken Wing)</i></p> <p>Life-cycles: To understand the cyclic nature of the life cycle and how death is included in this cycle</p>	<p>Emotions: To develop strategies to manage strong emotions; To manage changing emotions and deal with negative pressures <i>To learn from our past (Where The Poppies Now Grow)</i></p> <p>Safety- To understand the dangers of water</p> <p>Prevent – Fact or opinion</p>	<p>Democracy: To understand how democracy works and how we demonstrate democracy in school as well as in the wider community</p> <p>Rule of law: To recognise the need for rules and consequences for breaking them; Understand rules in the wider community</p> <p>Charity: To understand the need to help others and how that help support people and how individuals can make a difference</p>
Project Evolve	<p>Copyright and Ownership: I can assess and justify when it is acceptable to use the work of others.</p> <p>Online Relationships:</p>		



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	<p>I can give examples of technology-specific forms of communication (e.g., emojis, memes and GIFS). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognize that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g., gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties online).</p> <p><u>Managing Online Information</u></p> <p>I can explain the benefits and limitations of using different types of search technologies e.g., voice-activation search engine. I can explain how some technology can limit the information I am presented with. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g., differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p><u>Self-Image and Identity</u></p> <p>I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context</p>		
<p>Spring</p>  	<p><u>Communication:</u> Recognise that there are many ways to communicate; understand the need for confidentiality in certain situations; understand the important role of a listener and be able to understand the views of others ;</p> <p><u>Puberty:</u> Begin to understand the physical and emotional changes that take place</p>	<p><u>Physical, emotional and mental health:</u> To understand the synergy between emotional, mental and physical health</p> <p><u>Drugs/ alcohol / substance misuse and tobacco:</u> Take action based on responsible choices; Identify the risks associated with the misuse of drugs including the impact of friends and family as well as health risks;</p>	<p><u>Individual liberty:</u> understand the views of others and ensure they are able to articulate their own views</p> <p>To justify my actions (Rose Blanche)</p> <p><u>Respect and tolerance:</u> understand and respect the views of others</p>





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	<p>during puberty; know the main male / female sexual reproductive organs; understand how hygiene changes during puberty</p>	<p><u>Keeping safe</u>- Understand the key signs of abuse how to report abuse – stay safe – NSPCC programme</p> <p><u>Mental health - Physical and mental well-being</u> Understand the need to look after physical health to support mental health</p> <p>Prevent - hate crime and the protected characteristics</p> <p><u>First aid</u> Bleeding</p>	<p>To appreciate artistic freedom (The Artist Who Painted a Blue Horse)</p>
<p><u>Managing Online Information</u> I can identify ways the internet can draw us to information for different agendas, e.g., website notifications, pop-ups, targeted ads. I can describe ways of identifying when online content has been commercially sponsored or boosted (e.g., by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> <p><u>Online Bullying</u></p>			




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	<p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g., Childline or The Mix).</p>		
<p>Summer</p>  	<p><u>Collaboration:</u> Understand the need for collaboration; develop team work skills;</p>	<p><u>Nutrition and food:</u> To take responsibility for their physical activity and nutrition; to know about food groups and how to make a balanced choice;</p> <p><u>Safety -</u> to understand how drugs, including alcohol, smoking and vaping affect their bodies</p> <p><u>Mental health – sleep</u> To explore the benefits of good sleep and good sleep strategies</p> <p><u>First aid</u> Stings</p>	<p><u>Community:</u> Understand the differing roles in a community;</p> <p><u>Democracy:</u> to understand why structure is needed; to understand the term anarchy and the implications of living in an anarchic society; To understand the importance of equal rights</p> <p><u>Tolerance and individual liberty:</u> understand and tolerate differing viewpoints and begin to value that everyone has differing views</p> <p style="color: red;">To accept people who are different from me (And Tango Makes Three)</p> <p><u>Prevent</u> – what is an extremist view?</p>




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Project Evolve	<p>Copyright and Ownership I can give examples of content that is permitted to be reused and know how this content can be found online.</p> <p>Privacy and Security I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g., friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.</p> <p>Online Reputation I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p> <p>Health, Well-being and Lifestyle I can describe ways technology can affect health and wellbeing both positively (e.g., mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g., in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>
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Year Six	Sex and Relationships Respect others	Health and well-being, including safety Respect ourselves	Our community and the wider world Respect the world and people
Autumn 	<p>Healthy relationships: To know that relationships can change as a result of growing up; to resolve conflict and how to respond in conflict situations</p>	<p>Aspirations: Talk about own strengths and weaknesses; reflect on past achievements; identify skills required to contribute to the working world;</p>	<p>Democracy: To understand how democracy works and how we demonstrate democracy in school as well as in the wider community</p>





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		<p><u>Mental health what to do about worry</u> Identify signs of worry and provide strategies to manage worry</p> <p><u>First aid</u> Asthma</p> <p><u>Safety –</u> To understand knife crime and gang culture and its effects</p>	<p><u>Rule of law:</u> To recognise the need for rules and consequences for breaking them; Understand rules in the wider community</p> <p><u>Respect:</u> understand the principles of charity work, knowing how individuals can make a difference</p> <p><u>Prevent</u> reliable news</p>
<p>Project Evolve</p>	<p><u>Managing Online Information</u> I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p><u>Online Bullying</u> I can describe how to capture bullying content as evidence (e.g., screengrab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.</p> <p><u>Managing Online Information</u> I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g., advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influence peoples' choices</p>		




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	<p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important</p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this</p>		
<p>Spring</p>  		<p><u>Nutrition and food:</u> To take responsibility for their physical activity and nutrition; to know about food groups and how to make a balanced choice;</p> <p><u>Mental health - Self-care</u> Strategies to support good mental health</p> <p><u>Keeping safe-</u> Understand the key signs of abuse how to report abuse – stay safe – NSPCC programme Understand what consent is</p> <p><u>First aid</u> Choking</p>	<p><u>Economic awareness:</u> To use initiative for activities that develop enterprise capability; begin to understand profit and loss</p> <p><u>Prevent</u> – conspiracy theories</p>
		<p><u>Health, Well-being and Lifestyle</u></p> <p>I can describe common systems that regulate age-related content (e.g., PEGI, BBFC, parental warnings) and describe their purpose.</p>	




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	<p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g., night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>Online Reputation</p> <p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation,</p> <p>Managing Online Information</p> <p>I can describe the difference between online misinformation and dis-information.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue.</p> <p>I can assess how this might happen (e.g., the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p> <p>Self-Image and Identity</p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why It is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened</p> <p>I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>		
<p>Summer</p> 	<p>Reproduction: To understand how conception occurs in humans; to be aware of the stages of development in the uterus</p>	<p>Drugs/ alcohol / substance misuse and tobacco: Take action based on responsible choices; Identify the risks associated with the misuse of drugs including the impact of friends and family as well as health risks;</p>	<p>Tolerance and respect: to understand racial discrimination and gender discrimination and its impact on societies in the past and present; to challenge stereotyping and discrimination; to recognise the importance of family in different cultures</p>



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		<p>Prevent Prevent lesson 1 identity and community Prevent lesson 2 violent extremism Prevent lesson 3 digital resilience</p> <p style="color: red;">To consider how my life may change as I grow up (Love You Forever)</p> <p>Transition - Smartmoves To support pupils in their transition to high school</p>	<p style="color: red;">To promote diversity (My Princess Boy) To stand up to discrimination (The Whisperer) To challenge the cause of racism (The Island) To recognise my freedom (Dreams of Freedom)</p>
<p><u>Privacy and Security</u></p> <p>I can describe effective ways people can manage passwords (e.g., storing them securely or saving them in browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g., auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g., scams, phishing). I know that online services have terms and conditions that govern their use.</p> <p><u>Online Relationships</u></p> <p>I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others (e.g., screengrabs).</p>			



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	I can explain that taking or sharing inappropriate images of someone (e.g., embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
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