Quwwat-Ul-Islam Girls' School



Relationship Education/PSHE/RSE

Knowledge and Skills Progression

Map

School Motto
Together we can achieve more
School Values
Respect . Aspiration . Responsibility
Learning Drivers
Caring for Ourselves, Our World, Our Education, Our Rights

School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by:

Taqwa: God consciousness **morals and values** inspired by the prophet (saw) coupled with **academic excellence.**

At Quwwat-Ul-Islam girls' school we adhere to the following:

- **Mutual respect and tolerance** - We respect and care for everybody.
- **Democracy**– We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law** – We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences.

National Curriculum Expectations

Level Expected at the End of EYFS

One of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are:

- **Self-Regulation** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **Managing Self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- **Building Relationships** - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

By the end of Primary students should be taught:

Families and people who care for me
Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships
Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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.

Respectful relationships
Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships
Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe
Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families

Pupils should know:

- that there are different types of committed, stable relationships
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- why marriage is an important relationship choice for many couples and why it must be freely entered into
- the characteristics and legal status of other types of long-term relationships
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- 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 people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Intimate and sexual relationships, including sexual health
Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Relationship Education/PSHE/RSE

Year Group	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Core Theme Years 1-6	**Relationship Education**	**Health and Wellbeing PSHE**	**Relationship Education**	**Living in the wider World PSHE**	**Relationship Education**	**Living in the Wider World PSHE**
Year 1	Families Caring Friendships	Think Positive	Respectful Relationships	Diverse Britain	Being Safe Online Relationships	Aiming High
Year 2	Families Caring Friendships	Safety First	Caring friendships Respectful relationships	One World	Being Safe Online Relationships	Money Matters
Year 3	Families Caring Friendships	Think Positive	Respectful Relationships	Diverse Britain	Being Safe Online Relationships	Aiming High
Year 4	Families Family Relationships	VIPs	Caring Friendships Respectful Relationships	One World	Being Safe Online Relationships	Money Matters
Year 5	Families Caring Friendships	Think Positive	Respectful Relationships	Diverse Britain	Being Safe Online Relationships	Aiming High
Year 6	Families	Safety First	Caring Friendships Respectful Friendships	One World	Being Safe Online Relationships	Money Matters
Year 7	Families	Respectful Relationships including Friendships	Respectful Relationships including Friendships	Online and Media	Online and Media	Identify and managing peer pressure
Year 8	Families Marriage, Legal status. Rights and Protections	Respectful Relationships including Friendships Stereotypes based on gender/race/religion disability can cause disability	Online and Media Online risks including consent and sharing material	Online and Media Mis information dis information/Cyber Crime .	Intimate Relationships Fact about reproductive health/Fertility /menopause	Intimate Relationships
Year 9	Families Determining weather people are trustworthy and safe	Respectful Relationships including Friendships Rights and responsibilities regarding equality	Online Media	Being Safe Laws regarding FGM	Intimate Relationships Characteristics of healthy relationships	Intimate Relationships
Year 10	Families Roles and responsibilities of parents	Respectful Relationships including Friendships Violent and criminal behaviour Coercive control	Online Media Criminal consequences of sharing viewing inappropriate content	Being safe Concept of laws cohesion Forced marriages	Intimate Relationships	Intimate Relationships
Year 11	Families	Respectful Relationships including Friendships	Being safe	Intimate Relationships		

Intent

QUIGS Relationship Education and PSHE scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.
We believe that successful Relationship Education and PSHE curriculum coverage is a vital tool in preparing children for life in society now and for the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as 'Diverse Britain', to promoting strong and positive views of self in 'Think Positive and Be Yourself'.
The combination of Relationship and PSHE units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of the school and wider community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help. Links are made to Islamic perspectives and students are able to explore and actively discuss key guidance linked directly to the holy Qur'an,
The PSHE scheme of work covers all of the required objectives and follows the three core areas of, Health and Wellbeing, Relationships and Living in the Wider World. The Relationship Education scheme of work fulfills the requirements of 2020 Statutory Relationships and Health Education, setting all learning intentions in the context of a broad and balanced curriculum.

Implementation

At QUIGS we teach each topic in units,consisting of six to seven lessons for each half term, topics are taught alternatively alongside PSHE. Each half term begins with Relationship Education for all key stages. Units are taught so that key themes are revisited throughout the key stages with varying progression and age appropriate content. This enables children to recall and build upon previous learning, exploring the underlying principles regularly at a depth that is appropriate for the age and stage of the child. Lessons also signpost key words, building upon a rich vocabulary to help develop understanding and help develop key oracy skills. Lessons are delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes; these activities enable children to build confidence and resilience.
Assessment for learning opportunities are built into each lesson and enhanced by the 'Learning Journey Records' included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress.
Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

Impact

Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community. The Relationship Education/PSHE and RSE curriculum supports the active development of school culture that prioritise physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.

At QUIGS we strongly believe that a successful Relationship Education/PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem.

The curriculum is used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This is to help ensure that all our students are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Relationship Education/PSHE/RSE
Knowledge and Skills Progression Map

		Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Core Theme Years 1-6		**Relationship Education Families**	**PSHE Health & Wellbeing Think Positive**	**Relationship Education Respectful Relationships**	**PSHE Living in the Wider World Diverse Britain**	**Relationship Education Being Safe**	**PSHE Living in the Wider World Aiming High**
Year 1	Skills I can… Key Vocabulary: family special friends goals manners neighbour British internet safe attitude positive star qualities job	explore different family structures understand that families are special and a blessing from Allah discuss the qualities of a special family acknowledge that all families are different describe how to make friends recognise how it may feel not to have friends explore the qualities of a good friend, including kindness discuss how to be a better friend reflect on my friendships and appreciate the different types of friendship I have identify qualities of a good friend	describe things that make me feel happy and unhappy understand that I have a choice about how to react to things that happen talk about my personal achievements and goals describe difficult feelings and what might cause these feelings discuss things for which I am thankful for recognise and describe positive thoughts and negative thoughts think about and discuss the consequences of decisions I make and my actions	learn the reward for good manners from an Islamic perspective explore how to become better mannered and courteous explored good Islamic manners related to eating and interacting with people identify targets for bringing good manners into my everyday life consider how to show respect to those who are different to me recognise that people can make different choices and have different beliefs to me explore how I can have some things in common with those who are different to me	explain how to be a good neighbour identify 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 me feel proud of being a British Muslim talk about the benefits of helping my community describe how other people are affected by choices they make describe how I can make all people feel happy and Welcome	recognise that my body is a gift from Allah and I need to look after it I know the difference between safe and unsafe touch describe what to do when I feel contact is unsafe or inappropriate recognise the importance of using the internet to communicate learn the importance of reporting to adults when I feel unsafe online explore how to safely use the internet discuss some of the different reasons the internet is used for consider some of the rules for online safety	discuss my star qualities identify what a positive learning attitude is talk about jobs I can do when I grow up discuss what skills and interests are needed for different jobs talk about hopes I have for the future discuss what I am looking forward to about next year identify star qualities in others give examples of positive learning attitude statements identify attributes I have that would suit me to a desired job

			set goals for myself and think about how I might achieve them recognise triggers for certain emotions describe ways to show or give thanks for what I have describe what being mindful is identify unhelpful thoughts and understand that my thoughts can affect how I feel develop strategies for dealing with unhelpful thoughts and not-so-good feelings apply the elements of growth mindset towards my learning	identify ways to show respect to those who are different from me explore the Islamic perspective about how we were all created differently	begin to understand the idea of respect identify that people have different opinions to me	sort statements about internet safety as being true or false	challenge stereotypes discuss my ambitions identify ways next year will be different and explain why I think this explain why a positive learning attitude is helpful explain why stereotypes need to be challenged identify why my routines and responsibilities might change as I go through school life

	Core Theme	Families Caring friendships	Safety First	Caring friendships Respectful relationships	One World	Being Safe Online Relationships	Money Matters
Year 2	Skills I can… Key Vocabulary: Family, friends, caring, kindness, love, trust, sharing, honesty, respect, safety, danger, rules, help, feelings, bullying, fairness, equality, teamwork, community, culture, environment, recycling, online safety, internet, privacy, passwords, strangers, money, saving, spending, needs, wants, choices, earning, budgeting, responsibility	describe what my family does to protect me and keep me safe consider how those without families may feel use role play to help me explore how to behave in various, dangerous situations identify family members that protect me and keep me safe describe what makes a good friend explore the differences between healthy and unhealthy friendships consider how to develop security and happiness in my friendships define the qualities of a good friend recognise the importance of keeping good friends	identify some everyday dangers understand some basic rules that help keep people safe know what to do if I feel in danger identify some dangers in the home identify some dangers outside identify which information I should never share on the Internet I know that my private body parts are private recall the number to call in an emergency list some people who can help me to stay safe identify ways to stay safe in my home explain the basics of the Green Cross Code explain why I shouldn't take anyone else's medicine explain what to do if I feel unsafe online explain the difference	explore the characteristics of caring friendships consider how to become a trustworthy and truthful friend recognise how supporting friends in times of difficulty can strengthen my relationships identify the characteristics of caring friends, including mutual respect, loyalty, kindness and generosity reflect on the qualities I need to develop, to become a more caring friend recognise what it means to have confidence and positive self-esteem learn how to develop positive self-esteem and how this can lead to me being happier explore how to use reflection as a means of self-improvement	talk about special people in my life and say why they are special to me talk about different homes around the world and identify how they are the same as and different from my home describe what my school is like explain what an environment is explain what natural resources are and identify how people use them say what I love about the world in which I live and describe how I would feel if these things disappeared describe how family life in different countries can be the same as and different from my own think about how the environment affects people's daily life discuss the environmental problems of the overuse and misuse of natural resources explain why it is important to care for the earth and discuss ways this can be done	define what it means to have boundaries distinguish between safe and unsafe secrets Practise how to say 'NO!' to keeping secrets which make me feel uncomfortable or Unsafe decide whether a situation crosses safe boundaries or not identify secrets as being either 'safe' or 'unsafe' recognise that sometimes people pretend to be someone they are not explore ways to deal with people who may not be who they say they are analyse situations where people may pretend to be someone else online describe reasons people may behave differently online identify which situations it is safe to share personal information online	discuss things I can buy in the local shops talk about different sources that money can come from identify things I want identify things I need talk about ways I can keep track of what I spend discuss ways I can keep money safe discuss some methods of payment explain ways we can save money identify why it is important to keep money safe explain why it is important to keep my belongings safe discuss ways I can keep track of money I spend identify what influences what I buy talk about prioritising what I buy, thinking about things I need before things I want discuss advertisements and

			between safe secrets, unsafe secrets and surprises identify different strategies to use to stay safe in different situations understand that many household substances are poisonous risks and dangers we face when I use the Internet		identify how people should treat each other in their homes to make sure everyone feels safe and happy		offers that try to influence what I buy

Year 3	Core Theme	Families Caring friendships	Think Positive	Respectful Relationships	Diverse Britain	Being Safe Online Relationships	Aiming High
	Skills I can… Key Vocabulary: Family Love Care Support Friendship Kindness Sharing Trust Honesty Happiness Confidence Feelings Respect Fairness Equality Diversity Culture Community Safety Rules Danger Help Privacy Internet safety Bullying Goals Dreams Effort Success Teamwork Listening Responsibility Inclusion Determination	explore how I can give and receive love from my family members consider the importance of security and stability in being happy in my family life create a love pledge to highlight how I can give and receive love from my family members discuss that Allah is Al-Wadood (the Most Loving), and how I love Him and He Loves me explore how to develop my character and akhlaq recognise the importance of welcoming others and not excluding them	recognise and describe a range of positive and negative emotions discuss changes people may experience in their lives and how they might make them feel talk about things that make me happy and help me to stay calm identify uncomfortable emotions and what can cause them discuss the characteristics of a good learner understand that having a positive attitude is good for our mental health understand the causes of negative thoughts/identify ways to cope with negative thoughts understand the impact certain changes can have on people and how it can affect them emotionally identify some mindfulness techniques and	define what it means to be respectful consider practical steps for developing respect towards my friends, peers and those who are different to me discuss what it means to be disrespectful and respectful explore the Islamic perspective on respecting parents recognise how bullying occurs and what behaviours constitute bullying analyse the impact of bullying on those being bullied consider the Islamic perspective on bullying explore some of the reasons why people might bully consider strategies to help people who bully and those that are getting bullied consider the feelings bullies may be	describe what it is like to live in Britain talk about what democracy is talk about what rules and laws are talk about what liberty means describe a diverse society describe what being British means to me describe the benefits of living in a diverse and multicultural society Understand why democracy is important identify how rules and laws help me identify the rights of the British people show empathy for situations where people are not living in a democracy think in detail about what society would be like without rules and laws explain in detail my own thoughts on human rights	recognise the process for, and steps to getting advice and help explore ways I can help my community stay safe describe reasons people may not ask for help, even if they need it recognise the benefits of using the internet to communicate I Know the difference between online and face-to-face relationships describe how to deal with negative behaviour online discuss the importance of having good manners when communicating both online and face-to-face outline through a 'Code of Conduct', how to deal with others	Discuss my personal achievements and skills identify what a positive learning attitude is Talk about a range of jobs that people do discuss what skills and interests are needed for different jobs talk about jobs I might like to do in the future discuss what skills they might need to do certain jobs identify skills and attributes that are useful in many Roles identify elements of a growth mindset identify and challenge stereotypes discuss goals I can set to work towards my ambitions discuss challenges many people face and how people overcome these understand that my

			discuss which ones I like to use understand the implications of having negative thoughts and their impact on my actions and behaviour describe mindfulness and why it is helpful in supporting good mental health understand the implications of having a positive attitude towards my learning	experiencing explore how we should behave towards others as Muslims	discuss with confidence why showing respect and being tolerant of others is important in Islam identify how respect of differing opinions and ideas to my own can be shown		goals can change and explain why this might happen explain the impact of stereotypes and why they need to be challenged identify limitations to achieving goals and discuss how challenges can be overcome

Year 4	Core Theme	Families	VIPs	Caring friendships Respectful Relationships	One World	Being Safe Online Relationships	Money Matters
	Skills I can… Key Vocabulary: Family Love Care Support Important people Friends Kindness Sharing Trust Honesty Respect Feelings Fairness Teamwork World Countries Cultures Environment Helping others Safety Rules Danger Trusted adults Internet safety Privacy Bullying Money Saving Spending Needs Wants Choices Responsibility	identify the characteristics of a healthy family, including giving commitment and time explore how my family and those close to us help us when we are in difficult situations identify characteristics that make my family is important and special to me recognise the importance of conduct towards my family, from an Islamic perspective define what is meant by extended family explore the status of my parents and the elderly in Islam and the importance of maintaining ties of kinship explore how to show commitment to my family members identify the rewards for maintaining ties of kinship and the Islamic consequences for not	discuss how the impact of my attitudes affects me when trying to make new friendships create a role play about positive resolution techniques create a poster with ideas to help someone who is being bullied, with a support sheet of ideas reflect on the different characters in my dares story and discuss the different outcomes for each character work together to create a role play about positive resolution techniques discuss the need to have a variety of friends with differing personalities discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship discuss times when applying positive resolution techniques could be tricky and	identify the qualities of strong, healthy friendships which have been maintained over a long period of time consider the types of problems that can occur in friendships and how to resolve them explore the role of self-reflection as a means of improving friendships identify that friendships require work for them to be healthy and successful explore through freeze frames, the types of problems we may have in friendships and how to resolve these analyse the importance of self-reflection in developing character consider the role of the bystander when bullying occurs explore how to report bullying identify where to	identify opinions that are different from my own recognise that my actions impact on people in different countries I know what climate change is and that there are organisations working to help people in challenging situations in other communities detail if I feel something is fair or not give reasons for my own opinions discuss climate change in terms of what it is and its effects explain in detail why similarities and differences between people's lives arise reflect on ways in which I can tackle inequality detail to others what actions can be taken to make the world a fairer place	explore how to respond safely to strangers in a range of scenarios consider how to deal with strangers online discuss where to get support and advice if I am worried about online safety evaluate how to behave in various 'Stranger Danger' scenarios discuss what should and shouldn't be done in situations involving unknown adults define privacy and what this means for me in an online context explore how data is shared and used online identify how to protect personal information online identify the consequences of posting online explore the Islamic perspectives on posting online	talk about reasons people go to work consider why and how people might borrow money discuss the choices I have about how to spend my money explain ways I can keep track of what I spend discuss advertisements that try to influence what I buy discuss what is meant by ethical spending discuss choices people can make about borrowing and saving Talk about how prioritising can lead to saving money for expenses I might need Discuss why advertisements try to influence what we buy explain some ways spending decisions can have an environmental impact

		consider how and why family relationships can have problems explore the emotional impact on family members when they have problems recognise that all families have problems and this is normal identify and role play ways to help cool down heated situations	discuss how this could be overcome create a storyline to address why a bully might have started bullying	access support regarding bullying			

Year 5	Core Theme	Families Caring Friendships	Think Positive	Respectful Relationships	Diverse Britain	Being Safe Online Relationships	Aiming High
	Skills I can… Key Vocabulary: rebuild relationships happy families sincere intentions unhappy Uncomfortable exercise judgement positive thinking beneficial mindfulness techniques growth mindset fixed mindset Independently explore impact stereotypes challenge gender stereotypes community local government democracy human rights risks encounter online	explore how family relationships can become unhappy consider strategies for rebuilding happy families review signs that make family relationships unhappy identify the factors that cause families to become unhappy evaluate strategies to rebuild relationships to form happy families recognise that some people may have insincere intentions when trying to be my friend explore how to manage situations where friendships make me feel unhappy or uncomfortable consider what it means to exercise judgement know where to access help for myself or others who may be in unhappy or unsafe friendships	identify unhelpful and helpful thoughts suggest outcomes linked to certain thoughts, feelings and actions discuss ways in which positive thinking can be beneficial identify and discuss uncomfortable emotions describe what makes a good learner describe how my thoughts, feelings and behaviours influence others Explain the range and intensity of my feelings to others name some strategies to deal with unhelpful thoughts understand how mindfulness techniques can be used in my everyday lives describe the difference between a growth mindset and a fixed mindset Identify strategies	explore the importance of respect in Islam consider the strategies for being respectful to others, including those in authority explore the Islamic perspective on showing respect recognise how stereotypes are unfair and often negative explore the impact of stereotypes consider ways to challenge stereotypes identify types of stereotypes I may hold challenge gender stereotypes explore stereotypes, including those of Muslims and how I can challenge these	talk about the range of faiths and ethnicities in Britain explain how and why laws are made explain what a community is discuss some roles of local government describe the basic structure of national government talk about the role of charities and voluntary groups in the community identify ways of showing respect to people of all faiths and ethnicities explain what it means to belong to a community discuss local government in relation to democracy and human rights Discuss national government in relation to democracy and human rights show empathy for different people,	explore how to respond in unsafe situations Consider how to report adults who make me feel uncomfortable or unsafe state early warning signs when feeling scared or unsafe in a situation identify the process of how and where to report feeling unsafe explore what is meant by risk and consider the types of risks I may encounter online explain how to manage risks associated with being online consider how to reduce risks online discuss how to report content which is upsetting, harmful and hateful	discuss my personal achievements and skills discuss different learning styles identify what a helpful learning attitude is talk about the range of jobs that people do understand what a stereotype is talk about skills employers look for in employees work with others in a team discuss the skills everyone needs to succeed identify skills and attributes that are useful in many roles identify opportunities that might be available to me in the future identify and challenge stereotypes explain different routes into further education and work discuss goals I can set to work towards

			for facing a challenge independently use a range of strategies to overcome difficulties/ challenges		including those who might have experience of not being respected think in detail about what society would be like without rules and laws identify how I can make a positive difference to my community and country		my ambitions understand the different roles within a team discuss challenges many people face and how some people overcome these appreciate the importance of seizing opportunities

Year 6	Core Theme	Families	Safety First	Caring friendships Respectful Relationships	One World	Being Safe Online Relationships	Money Matters
	Skills I can… Key Vocabulary: diverse family structure caring supportive environment adoption fostering faith perspectives marriage civil partnership dare peer pressure basic first aid conflicts resolution opposing perspectives boundaries relationships global citizen global warming biodiversity energy	identify diverse types of family structures around me explore how families offer a caring and supportive environment consider the ways in which supportive families can offer a healthy environment for young people in need consider the ways in which adoption and fostering can support families and young people in need explore reasons people get married consider faith perspectives on marriage analyse initial steps to marriage in Islam define marriage from legal and Islamic	describe what a dare is and identify situations involving peer pressure seek help in risky or dangerous situations identify and discuss some school rules for staying safe and healthy recall the number to dial in an emergency list some of the hazards I might find at home list some of the dangers I might face when around roads, railways or water know the key points of the firework code assess a situation for the level of risk it might pose	identify situations in which conflicts occur explore conflict resolution by considering opposing perspectives consider strategies for resolving conflicts identify ways in which conflicts can be managed explore how to develop and maintain boundaries in relationships consider the importance of seeking permission in relationships identify when to give, seek and deny permission	explain what a global citizen is say what global warming is understand that human energy use can harm the environment understand the importance of not wasting water understand what biodiversity is understand that my choices can have far reaching consequences describe what can be done to help prevent global warming from getting worse	identify signs of abuse explore where to get help and advice in reporting abuse consider how to develop the confidence and vocabulary to report abuse review different types of abuse identify who to approach to report abuse evaluate how to approach trusted people to report abuse recognise what it means to 'critically consider' something Analyse, critically, sources of information available online	discuss the ways advertisers try to influence consumers identify what it means to be a 'critical consumer' Describe what 'value for money' means talk about what it means to budget discuss how money can affect people's emotions Talk about ethical spending talk about what tax is discuss reasons that people take financial risks discuss why advertisers try to influence consumers

	critically consider environment sustainability critical consumer value for money impact fair trade single-use plastics recycling used goods reusable materials	perspectives discuss differences and similarities between marriage and civil partnership complete research on marriage from different faith perspectives	appreciate that doing something risky may lead to danger identify people who can help us in an emergency appreciate that my decisions and behaviour can have an impact on my safety and the safety of others critically consider the impact of accepting a dare identify sources of pressure to behave in a certain way, other than peer pressure understand some basic first aid identify points of action to take responsibility for my own safety at home advise others on how to stay safe around roads, water and railways	in my relationships	explain how energy use can be changed to help the environment describe the impact of my choices for people and places across the world reflect on how the impact of global warming may affect my future develop my own thoughts and ideas on sustainability reflect on the ways in which water supply and use is affected by global warming develop a secure knowledge of what can be done to encourage and sustain biodiversity	consider benefits and drawbacks of online friendships explain the pros and cons of online friendships Discuss critical consideration from a Qur'anic perspective	talk about the environmental impact of fair trade, single-use plastics, recycling used goods and making use of reusable materials discuss the importance of paying tax as a contribution to society discuss the environmental impact of ethical spending

Year 7	Core Theme	Families	Respectful Relationships including Friendships	Respectful Relationships including Friendships	Online and Media	Online and Media	Intimate and Sexual Relationships, including Sexual Health
	Skills I can… Key Vocabulary: importance Stability relationships contribute happiness character traits strategies qualities honesty generosity positive healthy friendships challenging dilemmas relationships respect humility conflict resolution impact consequences bullying statistics online communication respectful communication interaction online offline personal data sensitive influence monitored peer pressure self-improvement	identify different types of relationships around me explore the importance of stability in relationships consider ways to create stable relationships that contribute to my happiness review different types of relationships that matter the most to me identify character traits that can lead to stable and happy relationships evaluate strategies to develop strong relationships	recognise the qualities of a good friend consider how to develop respect in different relationships and friendships examine the qualities of trust, honesty and generosity in positive and healthy friendships explore healthy responses to challenging dilemmas in relationships consider what conflict looks like in relationships explore how I can resolve or manage different conflicts identify strategies to resolve and manage conflict evaluate the importance of respect and humility in conflict resolution reflect on why some conflicts are easier to manage and resolve than others	explore respect in Islam and why we should respect those in authority over us explain what online respect looks like identify Islamic values that encourage respect evaluate different areas in my life where I need to be respectful describe the importance of respect, including online respect explore the prevalence of different forms of bullying identify when and where different forms of bullying can take place consider the impact and consequences of bullying evaluate statistics related to bullying	consider how online communication can be misunderstood examine examples of respectful and disrespectful online communication establish rules to ensure respectful communication and interaction online and offline identify Islamic principles about my online conduct discuss the importance of positive behaviours, including online respect evaluate how to manage my time online better	define personal data and sensitive personal data analyse the implications of not managing my data and online activities identify how to better manage my data and online activities categorise when data is obtained from me and when it is shared about me identify how data about me can influence decisions made about me reflect what being monitored means for Muslims	define peer pressure and what it means for me and others consider how peers can influence me positively and negatively reflect on how I can manage peer pressure assess the impact of peer pressure on me and others evaluate strategies of how to respond to peer pressure identify self-improvement targets for managing peer pressure

Year 8	Core Theme	Families	Respectful Relationships including Friendships	Online and Media Online risks, including consent and sharing material	Online and Media	Intimate and Sexual Relationships, including Sexual Health	Intimate and Sexual Relationships, including Sexual Health
	Skills I can… Key Vocabulary: marriage civil partnership legal Islamic perspectives registering stereotypes bias prejudice discrimination nine protected characteristics of the Equalities Act 2010 **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation** discriminatory behaviours equality impact posting information online digital footprint manage consent misinformation disinformation generated filter bubbles exposure different viewpoints cybercrime echo chambers work reproductive health puberty menstruation pregnancy menopause	explain the difference between marriage and civil partnership explore marriage from an Islamic perspective consider the process Muslims go through to get married define marriage from legal and Islamic perspectives evaluate examples of the way the Messenger ﷺ behaved within the context of marriage analyse the importance of registering a marriage and the consequences of not doing so	explore how stereotypes lead to bias, prejudice and discrimination review the nine protected characteristics of the Equalities Act 2010 identify safe ways of challenging discriminatory behaviours consider how stereotypes are formed chose the most effective ways to challenge stereotyping, prejudice, and discrimination analyse the Islamic principles that encourage Muslims to treat others with equality	identify what types of data should be kept private explore the impact on me and others of posting information online consider what steps I can take to stay safe online explore the levels of privacy appropriate for different types of personal information consider how my digital footprint impacts me now and in my future identify targets to stay safe online recognise the importance of having a choice and giving others a choice online explore how to manage consent online consider Islamic principles for responsible online behaviour consider a variety of practical ways to deny consent	consider how and why misinformation and disinformation is generated explain the potential motives for posting inaccurate information online and describe how it impacts on individuals and society recognise how filter bubbles can lead to narrowed exposure to different viewpoints consider how echo chambers work explore the reasons why someone may become involved in cybercrime analyse the risks of criminal involvement and how it can have serious consequences explore the techniques used by criminals to groom young people to commit crimes	explore how I can maintain reproductive health consider changes that take place during puberty for boys and girls Define menopause explain how to manage changes during puberty reflect on reasons why women go through menstruation, pregnancy and the menopause	define the important relationships in my life identify characteristics of healthy, one-to-one relationships Consider how to maintain and develop healthy one-to-one relationships categorise relationships in order of importance consider why some people choose to have intimacy outside marriage reflect on people's views on marriage and intimacy

Year 9	Core Theme	Families	Respectful Relationships including Friendships	Online Media	Being safe	Intimate and Sexual Relationships, including Sexual Health
	Skills I can… Key Vocabulary: trustworthy manipulate challenging prejudice bullying discriminator y nine protected characteristics of the Equalities Act 2010 **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation** language equality negative attitude s physiological change temptation FGM victim criminal zina in Islam fidelity infidelity adultery	define trustworthiness and what it means to be trustworthy identify the expectations of being trustworthy within Islam consider what it means to be manipulated and how to deal with this evaluate ways of identifying if someone is not trustworthy identify targets for myself to be more trustworthy	explore how and why some people are treated differently identify ways of safely challenging prejudice, bullying and discriminatory language consider Islamic perspectives on equality review the nine protected characteristics of the Equality Act 2010 consider the impact and consequences of stereotyping, prejudice, bullying and discrimination evaluate how negative attitudes lead to discrimination	identify ways pornography can be harmful to viewers assess the potential physiological changes in the brain that viewing pornography can Cause explore the Islamic perspective on pornography and how to avoid temptations regarding it consider how and where to access support regarding pornography	identify what female genital mutilation is and why it still takes place evaluate Islamic and legal perspectives regarding FGM consider the physical, mental and psychological effects of FGM on the victim review the impact of FGM on victims and how it can affect their lives identify facts and clarify misconceptions of FGM evaluate d the criminal nature of FGM	review habits and traits of healthy intimate relationships explore how the choices we make have a positive or negative impact on our mental Health consider the impact on our health when situations remain unresolved Evaluate habits of healthy relationships identify for given situations, which choices affect us positively or negatively conclude that compromise is required to maintain relationships explore the concept of zina in Islam identify the situations to avoid that can lead to zina consider the impact of adultery on individuals and families defined the terms: fidelity, infidelity and adultery analyse scenarios that constitute as components of zina Compare how different faiths view sex, celibacy and chastity identify what sexual pressure looks like and how it can be managed explain the perspective of major world religions on sex outside marriage identified how friends, peers, the media and society influence our attitudes to sex

Year 10	Core Theme	Families	Respectful Relationships including Friendships	Online Media	Being safe	Intimate Relationships	Intimate Relationships
	Skills I can… Key Vocabulary: characteristic s successful parenting stable impact coercive control emotional psychologica l effects abuse victims criminal offence viewing sharing indecent images exploited abused Arranged marriage forced marriage pregnancy	consider the importance of having a stable home to raise children identify characteristics of successful parenting discuss roles and responsibilities of children towards parents and extended family review what makes a stable home environment categorise what is and what is not needed for responsible and successful parenting identify my responsibilities towards family, especially parents	define coercive control identify signs and impact of coercive control consider what support is available for those in abusive relationships recognise what coercive control entails and how it is manifested consider the emotional and psychological effects of abuse on victims explore avenues of support for those in abusive relationships	identify what constitutes a criminal offence in regards to viewing or sharing indecent images of children explore the impact on family when a family member is found guilty of viewing or sharing indecent images I know where to access help and support if I suspect someone of being exploited or abused consider how criminal offences can be committed unknowingly, when circulating indecent images of children identify what to do if I receive an indecent image explore online support available to help those being exploited	discuss the significance of marriage and what it involves identify how attitudes and the practice of marriage have changed throughout history explain the differences between an arranged and a forced marriage consider the purpose and importance of marriage reflect on how attitudes & laws governing marriage continue to change	identify the different stages of pregnancy and birth recognise how to access support if experiencing difficulties in pregnancy and birth or when dealing with miscarriage and loss analyse the role of contraception and the Islamic viewpoint on its use explore the stages of pregnancy mentioned in the Qur'an evaluate how different forms of contraception work review online support services for those experiencing difficulties in pregnancy and birth and for those dealing with miscarriage and loss	discuss facts about sexually transmitted infections and diseases explore the impact and treatment of sexually transmitted infections and diseases consider how Islamic practices can help to limit sexually transmitted infections and diseases identify the difference between STIs and STDs evaluate the impact of STIs and STDs on individuals, families and wider society

Year 11	Core Theme	Families	Respectful Relationships including Friendships	Being safe	Intimate Relationships	
	Skills I can… Key Vocabulary: pregnancy fostering adoption sexual harassment relationships trust emotional connections manipulate exploit abuse grooming Exploitation	explore the options available to those who are unable to have children identify where to access advice and support regarding pregnancy consider the legal and Islamic perspectives on abortion explore pregnancy facts and reasons for having children research information and advice regarding	define sexual harassment consider how to tackle sexual harassment identify how to support those who are being/have been sexually harassed consider support available to those being sexually harassed or witnessing sexual harassment	explore the concept of trust within relationships recognise that some people build relationships, trust and emotional connections with others so they can manipulate, exploit and abuse them Identify grooming as a form of exploitation and abuse	define risky sexual behaviour consider legal and Islamic perspectives on using drugs and intoxicants explore how alcohol and drugs can lead to risky sexual behaviour identify the legal status of some drugs and intoxicants as	

	deny withdraw consent intoxicants	different situations a woman may experience when pregnant explore the Islamic perspective on fostering and adoption		Consider the legal definition of sexual assault and rape Explain what it means to give, deny and withdraw consent identify signs and impact of grooming recognise that consent is essential for healthy, sexual relationships	well as the Islamic perspective on taking them consider the short and long term impact of drugs and alcohol on individuals	