



**“Do not judge me by my successes, judge me by how many times I fell down and got back up again.” - Nelson Mandela**

**Enquiry Stimuli**

- Y6
  - AUT 1 Consent – Rose Blanche, Ian McEwan
  - AUT 1 Equality – Why war is never a good idea – Alice Walker
  - AUT 1 Identity – The British National Anthem
  - AUT 2 Consent – We are all born free, Article 8
  - AUT 2 Safety – Erika’s story, Ruth Vander Zee
  - AUT 2 Mental Health – The Wolves in the Walls, Neil Gaiman
  - SPR 1 Consent – Justin Beiber Graffiti (Newsround)
  - SPR 1 Equality – The Island, Armin Greder
  - SPR 1 Identity – Serena Williams Hometownk 39
  - SPR 2 Consent – Free Hugs Campaign
  - SPR 2 R&F – Gone too far film clip
  - SPR 2 Physical Health – Quote: ‘Mens sana in corpore sano’
  - SPR 2 Equality – Last Stop on Market Street
  - SUM 1 Consent – Apple Martin Photo Permission (Newsround)
  - SUM 1 Safety – CBBC Article: Teachers say schools are ‘too safe’
  - SUM 1 Identity – BBC Newsround Article
  - SUM 2 Consent – Consent Definition by Law
  - SUM 2 Mental Health – The Red Tree, Shaun Tan
  - SUM 2 R&F – Abstract Art from Hometownk 18 (Friendship)
- Y5
  - AUT 1 Consent – Children working in a footwear workshop
  - AUT 1 Safety – Does safety ruin playground fun?
  - AUT 1 Mental Health – How to live forever, Colin Thompson
  - AUT 2 Consent – Jemmy Button, J Uman
  - AUT 2 Equality – The Arrival, Shaun Tan
  - AUT 2 Identity – Father, G Baker Smith
  - SPR 1 Consent – Oliver Twist – Fagin’s Recruitment
  - SPR 1 Safety – Literacy Shed Image
  - SPR 1 Physical Health – Aussie Legend Supports Drug Use
  - SPR 2 Consent – Image: Spy Booth, Banksy
  - SPR 2 R&F – The Giving Tree, Shel Silverstein
  - SPR 2 Identity – Youtube Clip: Like a Girl
  - SUM 1 Consent – MSA 1916: Was consent a right?
  - SUM 1 Equality – The Rabbits, Shaun Tan & John Marsden
  - SUM 1 Physical Health – Youtube clip: Looking after your brain
  - SUM 2 Consent – We are all born free, article 29
  - SUM 2 Mental Health – The Piano (Would we be happier if we forgot the sad times in our lives?)
  - SUM 2 R&F – War horse visual literacy
- Y4
  - AUT 1 Consent – Magna Carta
  - AUT 1 Safety – The Black Hole
  - AUT 1 Physical Health – Children’s activity level: ‘getting worse’ says Sport England
  - AUT 2 Consent – Making Friends Online
  - AUT 2 Mental Health – #Goldlocks
  - AUT 2 Equality – Equality vs Equity (Home)
  - SPR 1 Consent – Jungle Book, Rudyard Kipling
  - SPR 1 Identity – Willy the Dreamer, Anthony Browne
  - SPR 1 Equality – George and the Dragon, Angela Johnson
  - SPR 2 Consent – Argentina beach dolphin selfies
  - SPR 2 R&F – John Brown, Rose and the Midnight Cat
  - SPR 2 Mental Health – Can I be your friend?
  - SUM 1 Consent – We are all born free (Article 12)
  - SUM 1 R&F – Cyberbullying, Newsround Clip
  - SUM 1 Physical Health – Clip: 4/5 people are missing enough
  - SUM 2 Consent – Henry VIII – Katherine refusing consent for divorce
  - SUM 2 Safety – Harry Potter: Chambers of Secrets, J. K. Rowling
  - SUM 2 Identity – Zoom, Istvan Banyai
- Y3
  - AUT 1 Consent – Image
  - AUT 1 Physical Health – Image
  - AUT 1 Safety – The Tunnel, Anthony Browne
  - AUT 2 Consent – BBC Bitesize: Who should you trust when you get your ears pierced?
  - AUT 2 Equality – Voices in the Park, Anthony Browne
  - AUT 2 R&F – Little Beauty, Anthony Browne
  - SPR 1 Consent – Anglo-Saxon Slave Trade
  - SPR 1 Identity – Mr Wolves Pancakes, Jan Fearnley
  - SPR 1 Safety – Two Frogs, Chris Wormell
  - SPR 2 Consent – Speak out and Stay safe
  - SPR 2 Physical Health – Healthy Eating can be a ‘game’ news report
  - SPR 2 – Mental Health - Badger’s Parting Gifts
  - SUM 1 Consent – Image
  - SUM 1 R&F – Red, Jan de Kinder
  - SUM 1 Equality – The Wall in the Middle of the Book, Jon Agee
  - SUM 2 Consent – The Lion, the Witch and the Wardrobe, Chapter 2
  - SUM 2 Mental Health – Small Things, Mel Treanor
  - SUM 2 Identity – The Proudest Blue, Ibtihaj Muhammad
- Y2
  - AUT 1 Consent – Jack and the Beanstalk, Lisa Fiedler Walker
  - AUT 1 Mental Health – Not Now Bernard
  - AUT 1 Identity – Something Else, Chris Ware
  - AUT 2 Consent – Don’t Touch my Hair, Sharab
  - AUT 2 Physical Health – The Magic Breakfast
  - AUT 2 Safety – Into the Forest, Anthony Browne
  - SPR 1 Consent – My Body Belongs to Me, Deborah Arnold
  - SPR 1 Mental Health – Huge Bag of Worries
  - SPR 1 Safety – Curiosity Killed the Cat (Home)
  - SPR 2 Consent – The Switch (Literacy Shed)
  - SPR 2 R&F – Willy and Hugh, Anthony Browne
  - SPR 2 Equality – Are you a boy or are you a girl?
  - SUM 1 Consent – Your body belongs to you, Cornelia Spelman
  - SUM 1 Equality – We are all born free, Article 12
  - SUM 1 Physical Health – Hare and the Magic Voice
  - SUM 2 Consent – The Princess and the Pea, Hans Christian Andersen
  - SUM 2 R&F – The Conquerors, David McKee
  - SUM 2 Identity – Woman in the Mirror, Pablo Picasso
- Y1
  - AUT 1 Consent – PANTS are private
  - AUT 1 R&F – Best of Friends, Shen Roddie
  - AUT 1 Mental Health – Augustus & his smile, Raynor
  - AUT 2 Consent – I Said No! Kimberley King
  - AUT 2 R&F – Tadpole’s Promise
  - AUT 2 Physical Health – Rodd’s Bad Day, BBC Bitesize
  - SPR 1 Consent – These Hands, Hope Lynn Price
  - SPR 1 Equality – We are all born free – UDHR
  - SPR 1 Mental Health – The Dark, Lemmy Snicket
  - SPR 2 Consent – Dangle, The Literacy Shed
  - SPR 2 Physical Health – Image (See LTP)
  - SPR 2 Safety – The Storm Whale, Benji Davies
  - SUM 1 Consent – No Means No, Jayne Fooks
  - SUM 1 Identity – The Hueys in the New Year, Jeffers
  - SUM 1 Safety – Goldilocks and the Three Bears
  - SUM 2 Consent – New Friends, Short Film Clip
  - SUM 2 Identity – Beegu, Alexia Deacon
  - SUM 2 Equality – Elmer, David McKee
- EYFS
  - AUT 1 R&F – Where are you Blue Kangaroo?
  - AUT 2 R&F – Moon Rabbit, Natalie Russell
  - AUT 2 Mental Health – A Great Big Cuddle, Michael Rosen
  - SPR 1 Identity – Colourful Buttons (Home)
  - SPR 2 Equality – We are all born free, UDHR
  - SUM 1 Safety – Look out, He’s Behind You, Bradman
  - SUM 2 Equality – Spots and Dots, Helen Oxenbury

UKS2 Rel. & Friend	UKS2 Physical Health	UKS2 Mental Health	UKS2 Identity	UKS2 Safety	UKS2 Equality	UKS2 Consent	UKS2 Vocabulary
<ol style="list-style-type: none"> <li>Understand the importance of respect in all relationships and use this to resolve conflicts</li> <li>Acknowledge that a person’s body belongs to them, and how to respond safely (e.g. consent)</li> <li>Understand the difference between relational conflict and bullying and know how to deal with fall outs (i.e. not bullying)</li> <li>Identify and understand the different types of bullying (such as homophobic, sexist, sexual and peer on peer abuse)</li> <li>Know our role in developing strong and positive relationships</li> <li>Think critically about how themselves and others are portrayed online</li> </ol>	<ol style="list-style-type: none"> <li>Examine how their choices will impact on their physical health (e.g. use of drugs, tobacco, vaping, diet, exercise)</li> <li>Name and understand the function of key body parts: vagina, penis, womb, ovaries, testicles.</li> <li>Begin to establish their own effective healthy routines including exercise, personal and sleep hygiene</li> </ol>	<ol style="list-style-type: none"> <li>Examine how their and others’ experiences impact on mental health (e.g. prejudice, loss, setbacks, use of drugs, smoking/vaping, diet, exercise)</li> <li>Establish what support is available when choices go wrong.</li> <li>Address the negative impact that social media can have on mental wellbeing and steps we can take to protect ourselves.</li> </ol>	<ol style="list-style-type: none"> <li>Identify my own beliefs and values; know how they fit into a diverse society.</li> <li>Express pride in my personality, appearance and accomplishments.</li> <li>Know the importance of avoiding stereotypes</li> <li>Recognise when identities portrayed online may not be real</li> <li>Know that portraying others online is illegal</li> </ol>	<ol style="list-style-type: none"> <li>Take responsibility to keep themselves and others safe (e.g. on/offline)</li> <li>Analyse levels of risk and make informed choices</li> <li>Know where to access advice for themselves and others</li> <li>Make reasoned and safe choices in a range of situations in order to keep themselves and others safe</li> </ol>	<ol style="list-style-type: none"> <li>Understand the term equality and explore the subtle differences in fairness and equality</li> <li>Know the protected characteristics (age, gender, reassignment, being married or in a civil partnership, being pregnant, disability, race, religion or belief, sex, sexual orientation)</li> <li>Challenge inequality on and offline</li> <li>Explain how their actions affect themselves and others; empathise with others’ feelings/points of view.</li> </ol>	<ol style="list-style-type: none"> <li>Know that consent can only be given when it is given freely, without exploitation, threat or fear, and by a person who has the capacity to give their agreement.</li> <li>Understand that others may apply pressure and that this is inappropriate and against the law.</li> <li>Understand their own responsibilities in gaining consent.</li> <li>Report unwanted attention (personal and observed).</li> </ol>	consent, exploitation, law, responsibilities, equality, fairness, equity, choice, beliefs values, stereotypes, prejudice, protected characteristics, relational conflict, homophobia

**SUM 1:** Consent UKS2 2,3, Safety UKS2 2,4, Identity UKS2 4,5  
**SUM 2:** Consent UKS2 2, Mental Health UKS2 1-3, R&F UKS2 1,2,5,6

**SPR 1:** Consent UKS2 2,3, Equality UKS2 2-4, Physical Health UKS2 1-3  
**SPR 2:** Consent UKS2 1,2,4, R&F UKS2 1,3,4, Physical Health UKS2 1-3, Equality 1-4

**AUT 1:** Consent UKS2 1, Equality UKS2 1,2, Identity UKS2 1-3  
**AUT 2:** Consent UKS2 2, Safety UKS2 1-3, Mental Health UKS2 1,2

**YEAR 6**

**AUT 1:** Consent UKS2 1,2, Safety UKS2 2,4, Mental Health UKS2 1-3  
**AUT 2:** Consent UKS2 1-4, Equality UKS2 1-4, Identity UKS2 1-3

**SPR 1:** Consent UKS2 1,2, Safety UKS2 1-4, Physical Health UKS2 1,3  
**SPR 2:** Consent UKS2 3,4, R&F UKS2 1,3,4,5, Identity UKS2 2,4,5

**SUM 1:** Consent UKS2 1,2, Equality UKS2 1,2,4, Physical Health UKS2 1-3  
**SUM 2:** Consent UKS2 3,4, Mental Health UKS2 1-3, R&F UKS2 2,4,6

**YEAR 5**

LKS2 Rel. & Friend	LKS2 Physical Health	LKS2 Mental Health	LKS2 Identity	LKS2 Safety	LKS2 Equality	LKS2 Consent	LKS2 Vocabulary
<ol style="list-style-type: none"> <li>Describe the characteristics of a healthy friendship and/or family life and relate these to their own circumstances.</li> <li>Know that a person’s body belongs to them, and how to respond safely (e.g. consent)</li> <li>Understand the difference between relational conflict and bullying</li> <li>Recognise the role of our actions (verbal and non-verbal) in developing and maintaining friendships</li> <li>Know what cyberbullying is and how to seek help</li> </ol>	<ol style="list-style-type: none"> <li>Describe the impact of rest, diet, hobbies and exercise on physical wellbeing</li> <li>Understand the impact of healthy routines, including exercise, personal and sleep hygiene.</li> </ol>	<ol style="list-style-type: none"> <li>Describe the impact of emotive events (e.g. loss, achievement, prejudice) and positive action (e.g. rest, diet, hobbies and exercise) on mental wellbeing</li> <li>Recognise the impact that social media can have on mental wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>Know that I can have my own beliefs and values</li> <li>Take pride in my personality, appearance and accomplishments.</li> <li>Understand what a stereotype is</li> <li>Know that identifies portrayed online may not be real</li> </ol>	<ol style="list-style-type: none"> <li>Understand how to keep themselves safe (on/offline) and begin to take responsibility for this.</li> <li>Know where to seek advice for themselves.</li> <li>Make safe choices in a wide range of situations, with increasing independence</li> <li>Know the way negative attitudes and stereotypes can be reinforced online</li> </ol>	<ol style="list-style-type: none"> <li>Understand the terms equality and equity</li> <li>Identify negative attitudes and stereotypes</li> <li>Ensure everyone is treated with respect, and to expect respect from others (face to face and online)</li> <li>Know the way negative attitudes and stereotypes can be reinforced online</li> </ol>	<ol style="list-style-type: none"> <li>Understand what consent is &amp; how to give/refuse this.</li> <li>Recognise when others give/refuse consent through verbal and non-verbal signs.</li> <li>Know that when consent is retracted, that this decision must always be respected.</li> <li>Report unwanted attention to a safe adult/relevant organisation (e.g. NSPCC)</li> </ol>	consent, quality, equity, attitude, stereotype, respect, beliefs, values, choice, independence, accomplishment, portrayal, prejudice, relationships, relational conflict, cyberbullying, well-being

**SUM 1:** Consent LKS2 1-4, R&F LKS2 2,5, Physical Health LKS2 1,2  
**SUM 2:** Consent LKS2 1-4, safety LKS2 1-3, Identity LKS2 4

**SPR 1:** Consent LKS2 2,3, Identity LKS2 1-3, Equality LKS2 1,2,4  
**SPR 2:** Consent LKS2 1,4, R&F LKS2 1,3,4, Mental Health LKS2 1,2

**AUT 1:** Consent LKS2 1,2, Safety LKS2 1-3, Physical Health LKS2 1,2  
**AUT 2:** Consent LKS2 3,4, Mental Health LKS2 1,2, Equality LKS2 1-3

**YEAR 4**

**AUT 1:** Consent LKS2 1,2, Physical Health LKS2 1,2, Safety LKS2 1-3  
**AUT 2:** Consent LKS2 3,4, Equality LKS2 1-3, R&F LKS2 1,2,4

**SPR 1:** Consent LKS2 1,2, Identity LKS2 2,3, Safety LKS2 1-3  
**SPR 2:** Consent LKS2 3,4, Physical Health LKS2 1,2, Mental Health LKS2 1,2

**SUM 1:** Consent LKS2 1,2, R&F LKS2 1,3,5, Equality LKS2 2-4  
**SUM 2:** Consent LKS2 3,4, Mental Health LKS2 1,2, Identity LKS2 1,2,4

**YEAR 3**

KS1 Rel. & Friend	KS1 Physical Health	KS1 Mental Health	KS1 Identity	KS1 Safety	KS1 Equality	KS1 Consent	KS1 Vocabulary
<ol style="list-style-type: none"> <li>Know how important family and friendships are in making us feel happy, loved and secure</li> <li>Describe the characteristics of friendship (e.g. respect, trustworthiness, kindness, loyalty, generosity trust) and use this to develop strong friendships</li> <li>Understand the difference between ‘falling’ out and bullying (bullying being the repetitive, intentional hurting of one person or group to another person or group, where there is an imbalance of power)</li> <li>Know that people sometimes behave differently online</li> </ol>	<ol style="list-style-type: none"> <li>Describe the impact of rest, diet, hobbies and exercise on physical wellbeing</li> <li>Independently employ good personal hygiene: daily washing, handwashing</li> <li>Know the importance of sleep and a good bedtime routine.</li> </ol>	<ol style="list-style-type: none"> <li>Judge how they are feeling and whether how they are behaving is appropriate</li> <li>Know what bullying is and its impact on mental wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>Understand that I am unique and that people think differently to me</li> <li>Recognise my personal achievements (e.g. recognise increased confidence or resilience; recognise academic achievement)</li> <li>Know that people online may not be telling the truth about who they are and know who to ask for help</li> </ol>	<ol style="list-style-type: none"> <li>Know how to keep themselves safe (e.g. on and offline)</li> <li>Make safe choices for myself and others, including gaining consent, calling 999, wearing sunscreen, seeking shade, crossing a road safely, wearing seatbelts, water safety.</li> <li>Know who to report abuse or concerns to</li> </ol>	<ol style="list-style-type: none"> <li>Recognise that others’ families sometimes look different from their own</li> <li>Treat everyone with respect, and expect respect from others in return (face to face and online)</li> <li>Identify our rights and responsibilities</li> </ol>	<ol style="list-style-type: none"> <li>Understand that their body belongs to them and them alone.</li> <li>Recognise what is appropriate and inappropriate behaviour and touch.</li> <li>Know that situations which makes them feel uncomfortable, may be unsafe; know how to seek help</li> <li>Consider the costs/benefits of saying ‘yes’ or ‘no’ in a range of situations</li> </ol>	appropriate, inappropriate, respect, rights, responsibility, choices, unique, consent, abuse, bullying, hygiene, friendship, bullying, behaviour

**SUM 1:** Consent KS1 1,2, Equality KS1 1-3, Physical Health KS1 1-3  
**SUM 2:** Consent KS1 3,4, R&F KS1 3,4, Identity KS1 1,2

**SPR 1:** Consent KS1 1,2, Mental Health KS1 1,2, Safety KS1 1-3  
**SPR 2:** Consent KS1 3,4, R&F KS1 1-3, Equality KS1 1-3

**AUT 1:** Consent KS1 1,2, Mental Health KS1 1,2, Identity KS1 1,3  
**AUT 2:** Consent KS1 3,4, Physical Health KS1 1-3, Safety KS1 1-3

**YEAR 2**

**AUT 1:** Consent KS1 1,2, R&F KS1 1,3, Mental Health KS1 1,2  
**AUT 2:** Consent KS1 3,4, R&F KS1 2,4, Physical Health KS1 1-3

**SPR 1:** Consent, KS1 1,2, Equality KS1 1-3, Mental Health KS1 1,2  
**SPR 2:** Consent KS1 3,4, Physical Health KS1 1-3, Safety KS1 1-3

**SUM 1:** Consent KS1 1,2, Identity KS1 1,2, Safety KS1 1-3  
**SUM 2:** Consent KS1 3,4, Identity KS1 1-3, Equality KS1 1-3

**YEAR 1**

EYFS Rel. & Friend	EYFS Physical Health	EYFS M. Health	EYFS Identity	EYFS Safety	EYFS Equality	EYFS Consent	EYFS Vocabulary
<ol style="list-style-type: none"> <li>Name people who are special to me: both friends and family members</li> <li>Say what makes a good friend</li> </ol>	<ol style="list-style-type: none"> <li>Know what physical health is</li> <li>Demonstrate good personal hygiene: toilet, brushing teeth, handwashing</li> <li>Say what their bedtime routine looks like</li> <li>Name body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</li> </ol>	<ol style="list-style-type: none"> <li>Name a range of emotions</li> </ol>	<ol style="list-style-type: none"> <li>Talk about things that I like</li> <li>Name people who are special to me and talk about what they like.</li> <li>Say at least three things that people like about me.</li> </ol>	<ol style="list-style-type: none"> <li>Recognise danger and know that there are things I can do to keep myself safe (e.g. who I can talk to, where I can go in emergencies)</li> </ol>	<ol style="list-style-type: none"> <li>Talk about how we are the same and different: respect and celebrate each other’s differences</li> <li>Use courtesy and manners with everyone</li> </ol>	<ol style="list-style-type: none"> <li>Identify when play is safe and comfortable.</li> <li>Know it is okay to say no when something isn’t safe or comfortable</li> <li>Know when I need to ask for and seek permission</li> </ol>	

**SUM 1:** Safety EYFS 1  
**SUM 2:** Equality EYFS 1

**SPR 1:** Identity EYFS 1-3  
**SPR 2:** Equality EYFS 1

**AUT 1:** R&F EYFS 1  
**AUT 2:** R&F EYFS 2, Mental Health EYFS 1

**YEAR R**

**RSE: we aim to think critically, become resilient & develop high self-esteem**