

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Protective Behaviours</b>	<ul style="list-style-type: none"> <li>-Know everyone has emotions.</li> <li>-Know that faces can help us understand emotions in others.</li> <li>-Know a positive relationship is one that doesn't make you feel bad inside.</li> <li>-Know a physical reaction is how your body will behave to an emotion.</li> <li>-Know an Early Warning Sign is what they get when something doesn't feel safe.</li> <li>-Know who is in their network.</li> <li>-Be told the correct names for the private parts of our body.</li> </ul>	<ul style="list-style-type: none"> <li>-Know a range of words to describe their feelings (happy, sad, angry, tired).</li> <li>-Know how feelings can sometimes affect behaviour and how to manage this.</li> <li>-Know the parts of our body that are private and name them.</li> <li>- Recognise their own Early Warning Signs (EWS) and know that different things give people their Early Warning Signs and they might need to ask permission e.g. tickling.</li> <li>-Know when it is OK to keep a secret, recognising which secrets are safe and unsafe.</li> <li>-Know who they could tell if they are worried or feel unsafe, including their network of people.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to recognise and name their feelings (including safe and unsafe feelings).</li> <li>-Know that everyone feels differently about different things.</li> <li>-Know that we have a responsibility to ensure people around us feel safe.</li> <li>-Know their own EWS and how their EWS might differ to other people's.</li> <li>-Know what to do if they get their EWS.</li> <li>-Know the parts of our body that are private.</li> <li>-Know what to do if someone touches their body in a way that makes them feel uncomfortable.</li> <li>-Know what to do if physical contact makes them feel unsafe or uncomfortable.</li> <li>-Know when and how to ask for permission.</li> <li>-Show an awareness of what to do if they feel unsafe or worried for themselves or others – who they should speak to, how to ask for help and the vocabulary to use when asking for help, the importance of trying over and over again until they are heard.</li> </ul>	<ul style="list-style-type: none"> <li>-Know a range of different emotions (including hysterical) and when someone might feel this way.</li> <li>-Know that there is no such thing as a bad feeling and that feelings may differ in intensity.</li> <li>-Know how to calm themselves when they don't feel so good, identifying their own safe place.</li> <li>-Know about rights and responsibilities and that rights are rules to help everyone to feel safe.</li> <li>-Name ways that they could make themselves feel better if they get their EWS.</li> <li>-Know the correct parts for external genitalia in males and females.</li> <li>-Know that their body belongs to them and that they should not be touched unless they need help or they want it.</li> <li>-Recognise that everyone likes different things in terms of physical contact (touching hair, tickling games, holding hands, kisses) and how to ask consent for these situations.</li> <li>-Know that everyone needs a network of people that they can go to in different places/situations to share their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that there are 'Rights of the Child'.</li> <li>-Know that with every right, there is also a responsibility.</li> <li>-Know that sometimes, we might feel scared in a fun way (e.g. riding a bike, using roller skates, going to the fair) and everyone feels differently about these things.</li> <li>-Know the qualities of someone that would make them a trusted adult.</li> <li>-Know that an adult might not always be able to keep a secret to be able to keep someone safe (emotional abuse, physical abuse, sexual abuse).</li> </ul>	<ul style="list-style-type: none"> <li>- Know that all children around the world have rights.</li> <li>-Know that each right has a responsibility attached to it to keep others around safe.</li> <li>-Know that there are a range of different feelings, which might differ in intensity (weak, moderate or strong). And show appropriate actions to intense feelings.</li> <li>-Know the differences between 'fun to feel scared' and 'unsafe feelings' include elements of choice, control and time limit.</li> <li>-Know that as well as their network, there are other places that they could go to for support (e.g. social services, the police, Childline, Samaritans).</li> <li>-Know the strategies that they could use to reach out to someone on their network.</li> <li>-Know that they might go to different people on their network for different reasons.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that all children around the world have rights – these cannot be taken away from them but they might not always be able to exercise their rights (e.g. the right for food but not in the middle of the night).</li> <li>-Recognise their own early warning signs and the EWS of someone else.</li> <li>-Know that they can speak to anyone about anything, even if it feels awful or small.</li> <li>-Know the strategies that they could use to reach out to someone on their network.</li> </ul>