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To be able to recognise and respond appropriately to a wider range of feelings in others (R1).	Empathy and compassion (including impact on decision-making and behaviour)	- give examples of a wider range of feelings *(building on learning in years 1 and 2)* - identify how people's bodies and faces can show their feelings - describe how different feelings can make people behave	- suggest how to respond to others to help them with their feelings - identify when someone might need help with their feelings and who to talk to	-give examples of how to recognise feelings in others -describe how feelings can affect thoughts and behaviour -explain what makes feelings better or worse/what helps/doesn't help -discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively)
To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).	Resilience (including self-motivation, perseverance and adaptability) Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Empathy and compassion (including impact on decision-making and behaviour) Build and maintain healthy relationships of all kinds	- identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc) - describe how people in different relationships show they care for and value each other - describe how people can make friends with others - identify what makes a friendship good and how they know	-describe the qualities of a good friendship - identify peaceful ways to solve problems that might arise in friendships	- identify the responsibilities we share in maintaining positive friendships -identify some ways in which relationships can be recognised, celebrated or 'marked' by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers' Day)
To learn that their actions affect themselves and others (R7).	Self-regulation (including promotion of a positive, growth mind set and managing strong emotions and impulses) Identification, assessment and management of positive and negative risk to self and others Making decisions	- describe how one person's actions can affect another person, or a group of people -identify actions that would affect others positively -identify actions that would affect others negatively	- describe how a person's actions can affect the person themselves - identify why it is important to 'think before we act'	- explain steps that can be taken to solve problems where actions have impacted on others - identify and demonstrate behaviours and actions that show respect for self and others - explain why it is important to 'think before we act
To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).	As above	–identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us -explain that everyone has a right to have their 'body space' respected and that they should respect others body space - explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like - recognise physical contact that is aggressive or hurtful is not acceptable	- recognise that physical contact that is aggressive or hurtful is not acceptable -explain that everyone has a right to have their 'body space' respected and that they should respect others body space - explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused	- explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like -explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused

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To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R9)	Strategies for identifying and accessing appropriate help and support Recognising, evaluating and utilising strategies for managing influence Identification, assessment (including prediction) and management of positive and negative risk to self and others	- identify what it means to keep something confidential or secret - identify times when confidentiality might be important - recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so	- explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher - recognise that even if they have agreed, they can and should still tell a teacher	- describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about -explain why no one should ask us to keep a secret we feel uncomfortable about keeping - identify strategies for speaking up if a secret should not be kept - give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence
To be able to listen and respond respect, to feel confident to raise their own concerns, to recognise and care about other people's feelings and if necessary constructively challenge, their points of view (R10).	Empathy and compassion Respect for others' right to their own beliefs, values and opinions Skills for employability, including - Active listening and communication (including assertiveness skills) - Team working - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) - Leadership skills -Presentation skills	- describe what good listening looks like - recognise some ways they can express their own viewpoints constructively	- identify how to respond sensitively if they do not agree with what is being said by others - demonstrate working and discussing in groups and ensuring everyone's view is included	- explain why it is important to consider other people's point of view - recognise that it is important to take other people's feelings into consideration before responding, especially if we don't agree - identify ways to constructively challenge other peoples' points of view
To work collaboratively towards shared goals (11).	Skills for employability, including - Active listening and communication (- Team working - Negotiation - Leadership skills - Presentation skills	-describe what a shared goal means in terms of group and class shared goals - give examples of skills needed by individuals to co-operate when working with others in groups	- demonstrate essential attributes that are needed to work collaboratively (e.g. listening, cooperating, contributing, encouraging, presenting, leading)	- explain practical steps that can be taken to include others in our groups/work co-operatively - identify ways of managing conflict or disagreements that might arise
To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).	Resilience Self-regulation Empathy and compassion Respect for others' right to their own beliefs, values and opinions	-give examples of causes of arguments in the classroom, playground or other - describe feelings when disputes and conflicts occur - identify what can help and not help when trying to arguments	- demonstrate strategies for solving arguments with peers - give examples of when they have helped give useful feedback or support to others	-explain what means to negotiate - give examples of compromise that occur in school and home - demonstrate negotiating a 'win-win' outcome - give examples of where strategies have worked well/not worked in class/the playground -describe or demonstrate how to give someone feedback and support
Outcomes				

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To learn that differences and similarities arise family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13).	Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Valuing and respecting diversity	-describe some of the factors in which peers can be the same/different in the context of favourite music, TV programmes, stories, food, sports, family, culture, ethnicity -describe how we might be different in one way, but similar in others	- recognise that we are all similar/ in that we are part of a human family	- explain what contributes to someone's identity -explain that we may have things in common with others that we did not immediately realise and that this can help build friendships
To realise the consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14) How to recognise bullying and abuse (including prejudice-based bullying both in person, online and through social media) (R18).	Strategies for identifying and accessing appropriate help and support Empathy and compassion (including impact on decision-making and behaviour) Identification, assessment (including prediction) and management of positive and negative risk to self and others	- describe what changes when 'joking' or 'playful teasing' becomes hurtful to another - give a definition of 'bullying' - identify how, where and when where hurtful teasing and bullying can happen (including online) - describe how teasing, bullying and aggression can make someone feel	- describe some ways of responding if they experience or witness bullying - explain the importance of telling someone if they know (or think they know) this is happening - identify who to ask for help or report to, what to say and what will happen next	- recognise what is meant by discrimination and some types of discrimination that exist - identify how this can negatively affect people (e.g. their feelings and aspirations) - explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied - explain where people can get advice and help
To learn to recognise and manage 'dares' (R15).	Resilience Self-regulation Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms Strategies for identifying and accessing appropriate help and support	-explain what a 'dare' is - describe feelings they may have about being given a 'dare' or daring someone else - suggest 'dares' that are ok and explain when 'dares' may not be ok - identify who they can go to /talk to if they are worried	- identify persuasive language that might be used if someone is daring someone else to do something -give reasons why people might dare others to do things - explain whether dares always put someone under pressure - demonstrate how to say 'No' to a dare they feel unsure about	-explain why no one should ever feel the need to agree to do a dare -explain what they can do if they have witnessed someone else being given a dare - identify people they can talk to/go to if they are worried
To recognise and challenge stereotypes (R16).	Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth,	- give a simple definition of what is meant by 'stereotype' - recognise some different kinds of stereotypes (such as gender stereotypes) - give examples of when stereotypes are challenged - identify why stereotyping can lead to problems	-give some examples of stereotypes (such as gender stereotyping)	- identify when stereotypes are challenged and explain how this helps to break down the stereotype -explain why it is important for stereotypes to be challenged

assertiveness, self-advocacy and self-respect) Valuing and respecting diversity		
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To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21).	Self-regulation Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms Strategies for identifying and accessing appropriate help and support Identification, assessment and management of positive and negative risk to self and others	- give examples of the sorts of things that people want share with others - identify things people might want to keep private - identify times when people want and need privacy	- identify why it is important to respect someone's privacy -identify how people can keep privacy in different contexts (including online)	- explain why it is important to respect privacy - describe ways people can keep personal boundaries / privacy in different contexts (including online) - recognise what happens when a privacy may need to be broken and when this would be important
Outcomes				