



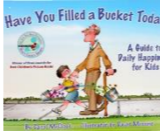
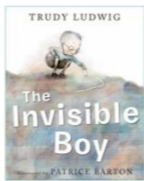
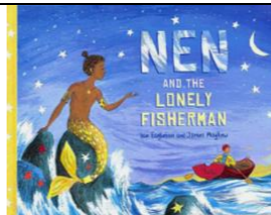

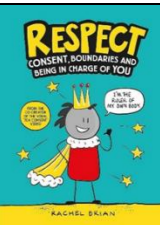




Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6							
<p>FBV: Mutual Respect In Early Years Foundation Stage (EYFS), mutual respect looks like children and adults valuing each other, embracing differences, and communicating kindly. It is embedded through modelling positive behaviour, using polite language, listening to others opinions, sharing, taking turns, and celebrating diverse cultures and backgrounds. Key examples of mutual respect in EYFS include:</p> <ul style="list-style-type: none"> ➢ Modelling by Adults: Staff demonstrating empathy, patience, and using polite language ➢ Positive Behaviour & Communication: Children learning to listen to each other, taking turns, sharing, and using kind words instead of being rude or demeaning. ➢ Celebrating Diversity: Actively learning about and respecting different faiths, cultures, family structures, and beliefs. ➢ Social & Emotional Growth: Children understanding their own feelings and respecting the feelings, property, and boundaries of others. ➢ Inclusive Environment: Ensuring all children feel they belong and that their voice matters, which supports the Personal, Social and Emotional Development area of the EYFS. <p>Practitioners encourage this by scaffolding play, resolving conflicts with empathy, and using stories to discuss feelings and different perspectives.</p>	<p>FBV: Mutual Respect In Key Stage 1, mutual respect looks like children and staff treating each other with kindness, listening when others talk, taking turns, and valuing differences. It is demonstrated by using polite language, sharing equipment, and caring for the environment. It means recognising that everyone is unique and special. Key examples of mutual respect in KS1 include:</p> <ul style="list-style-type: none"> ➢ Active Listening: Waiting for a turn to speak, listening to teachers and peers, and respecting different viewpoints. ➢ Kindness and Empathy: Using polite words (please/thank you), helping others, and considering others' feelings. ➢ Respecting Differences: Celebrating that everyone is unique, understanding different beliefs, and being inclusive of all classmates. ➢ Physical Boundaries: Keeping hands and feet to oneself, not shouting, and not using mean words. ➢ Taking Care of the Environment: Tidy classrooms, putting litter in bins, and respecting shared property. <p>Mutual respect in this stage is often taught as a fundamental British value, ensuring everyone feels valued, safe, and part of the school community.</p>	<p>FBV: Mutual Respect In Lower Key Stage 2 (Years 3-4), mutual respect means recognising that everyone is equal, valuing diverse beliefs and backgrounds, and treating others with kindness and dignity, even when disagreeing. It involves active listening, using polite language, respecting privacy (including the "PANTS" rule), caring for shared property, and resolving conflicts through understanding rather than unkindness. Key aspects of mutual respect in LKS2 include:</p> <ul style="list-style-type: none"> ➢ Embracing Diversity: Understanding that people have different views, cultures, and family structures, and that it is okay to be different. ➢ Positive Behaviour & Communication: Using kind words, listening without interrupting, and apologizing when necessary. ➢ Peer Respect: Engaging in respectful peer assessment in subjects like English and Maths, and showing empathy for classmates. ➢ Respecting Rules and Boundaries: Following classroom agreements created together, caring for school property, and understanding personal space. ➢ Respecting Self and Others: Developing self-appreciation to better respect the needs and feelings of others. <p>In practice, this looks like pupils holding discussions where different opinions are valued, demonstrating "respect ambassadors" who model kind behaviour, and creating "contracts" for classroom conduct.</p>	<p>FBV: Mutual Respect In Upper Key Stage 2 (Years 5 and 6), mutual respect involves actively valuing, listening to, and supporting peers and staff, even when views differ. It means treating everyone with dignity, practicing empathy, and respecting personal boundaries, including in online communication. It is demonstrated through polite, inclusive behaviour rather than demeaning, bullying, or excluding others. Key Aspects of Mutual Respect in UKS2:</p> <ul style="list-style-type: none"> ➢ Active Listening & Consideration: Valuing others' ideas and perspectives, even if they disagree, by listening carefully without interrupting. ➢ Empathy and Kindness: Showing compassion, encouraging classmates, and considering how actions affect others' feelings. ➢ Inclusion and Acceptance: Recognising that everyone is unique and equal, rather than judging based on differences in appearance, belief, or background. ➢ Maintaining Boundaries: Respecting personal space, property, and, crucially for this age group, respecting others online and in social media contexts. ➢ Politeness and Courtesy: Consistently using "please" and "thank you," and speaking kindly. ➢ Collaboration: Working together effectively by compromising, sharing, and supporting group goals. <p>This form of respect is foundational to promoting equality and building a positive, safe environment both in the classroom and in the wider school community.</p>	<p>Safety Element: Open Water Can recall some safety rules for open water.</p> <p>Safety Element: Railways Can recall some safety rules for the railways.</p>	<p>Safety Element: Open Water Can identify ways to keep safe in familiar and unfamiliar environments (e.g. beach, park with pond, swimming pool, train station).</p> <p>Safety Element: Railways Can identify ways to keep safe in familiar and unfamiliar environments (e.g. beach, park with pond, swimming pool, train station).</p>	<p>Safety Element: Open Water Can talk about strategies for keeping safe in the local environment or unfamiliar places (rail & water)</p> <p>Safety Element: Railways Can talk about strategies for keeping safe in the local environment</p>	<p>Safety Element: Open Water Can predict, assess and manage risk in different situations.</p> <p>Safety Element: Railways Can predict, assess and manage risk in different situations.</p>	<p align="center"><i>Kindness Week</i> <i>Making friends</i> <i>Qualities of a healthy friendship</i> <i>I feel Lonely</i> <i>Resolving Conflict</i></p>	<p align="center"><i>Friendship</i> <i>Saying Sorry</i> <i>Being Kind</i> <i>Loneliness</i> <i>Respect</i></p>	<p align="center"><i>Friendship</i> <i>Let's Make up</i> <i>Anti- Bullying</i> <i>Loneliness</i> <i>Respect</i></p>	<p align="center"><i>Friendship</i> <i>Conflict</i> <i>Loneliness</i> <i>Bullying</i></p>	<p align="center"><i>Caring Friendships</i> <i>Friendship Challenges</i> <i>Bullying</i> <i>Respect</i> <i>Loneliness</i></p>	<p align="center"><i>Caring Friendships</i> <i>Resolving Conflict</i> <i>Including others</i> <i>Respectful</i> <i>Relationships</i> <i>Self-Respect / Personal</i> <i>Boundaries</i></p>	<p align="center"><i>Caring Friendships</i> <i>Resolving Conflict</i> <i>Loneliness</i> <i>Respectful</i> <i>Relationships</i> <i>Self-Respect and</i> <i>Boundaries</i></p>

<p>Can demonstrate the “We are Gentle” and “Do be kind and helpful”, Golden Rules.</p> <p>Can develop friendships with other children</p> <p>Can play with one or more other children, extending and elaborating play ideas.</p> <p>Can play with increasing confidence on their own and with other children.</p> <p>Show more confidence in new social situations</p> <p>Can manage to share or take turns with others, with adult guidance.</p> <p>Can understand gradually how others might be feeling.</p> <p>Can find solutions to conflicts and rivalries.</p> <p>Can develop appropriate ways of being assertive</p> <p>Can talk with others to solve conflicts.</p>	<p>Can play with one or more other children, extending and elaborating play ideas.</p> <p>Can demonstrate kindness by helping, listening and supporting other children / peers.</p> <p>Can engage in play involving sharing and co-operation.</p> <p>Can consider the feelings of others.</p> <p>Can identify and moderate their own feelings socially.</p> <p>Can find solutions to conflicts or rivalries.</p> <p>Can develop appropriate ways of being assertive</p> <p>Can think about the perspective of others</p>	<p>Can demonstrate kindness by helping, listening and supporting other children / peers.</p> <p>Can talk about how people make friends.</p> <p>Can use simple strategies to resolve arguments between friends positively.</p> <p>Can recognise that bodies and feelings can be hurt by words and actions (including online).</p> <p>Can discuss how people may feel if they experience hurtful behaviour.</p> <p>Can identify and moderate their own feelings socially.</p>	<p>Can talk about how people make friendships.</p> <p>Can use strategies for building positive relationships.</p> <p>Can recognise what is fair and unfair, right and wrong.</p> <p>Can discuss how people may feel if they experience hurtful behaviour.</p> <p>Can suggest how to respond to hurtful behaviours and know how to seek help.</p> <p>Can recognise when they or someone else feels lonely and knows what to do.</p>	<p>Can use strategies for building positive friendships.</p> <p>Can discuss how personal behaviour can affect other people.</p> <p>Can solve a conflict or disagreement with a friend by coming to a compromise.</p> <p>Can recognise what is fair and unfair, right and wrong.</p> <p>Can identify privacy and personal boundaries; what is appropriate in friendship (including online).</p> <p>Can recognise respectful behaviour both off and online.</p>	<p>Can talk about the importance of positive friendships.</p> <p>Can identify privacy and personal boundaries; what is appropriate in friendships (including online).</p> <p>Can develop strategies to resolve disputes or conflicts.</p> <p>Can recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and know how to manage this.</p> <p>Can recognise when someone feels lonely and use strategies to include them.</p>	<p>Can identify the principles of a healthy relationship both on and offline.</p> <p>Can recognise and model respectful behaviour both off and online.</p> <p>Can use strategies to resolve disputes and reconcile differences positively and safely.</p> <p>Can recognise when someone feels lonely and use strategies to include them.</p> <p>Can discuss the importance of self-respect and the impact this has on our wellbeing.</p>	<p>Can identify the principles of a healthy relationship both on and offline.</p> <p>Can discuss how friendships can change over time.</p> <p>Can recognise the benefits of having different types of friends.</p> <p>Can use strategies for recognising and managing peer influence and a desire for peer approval in friendship.</p> <p>Can discuss the importance of self-respect and the impact this has on our wellbeing.</p> <p>Can use strategies to improve or support courteous, respectful relationships.</p>
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A Love of Reading

<p>‘We are Gentle’ Golden Rules stories and characters</p> <p>‘My Pet Star’ (Corrine Averiss)</p> <p>Penguin and Pinecone</p> <p>Pip and Posey and the new friend</p> <p>‘Red Rockets and Rainbow Jelly’ (Sue Heap)</p> <p>‘Penguin’ (Polly Dunbar)</p> <p>‘Betty and the Yeti’ (Ella Burfoot)</p> <p>‘Duck and Penguin are not friends!’</p> <p>‘Mine!’ (Rachel Bright)</p>	 <p>“Empathy” by Sayneed Sanders</p>  <p>Oliver Jeffers ‘Lost and Found’</p> <p>‘Beegu’ by Alexis Deacon</p>	 <p>‘Frog and Toad are Friends’ by Arnold Lobel</p>  <p>‘Alone’ by Scott Stuart</p>  <p>‘Have you Filled a Bucket Today?’</p>	<p>“Bear and Bird – Learn to Share” by Jonny Lambert</p>  <p>The Invisible Boy’ by Trudy Ludwig</p>	 <p>‘Nen and the Lonely Fisherman’ by Ian Eagleton</p>	 <p>‘The Boy, the Mole, the Fox and the horse’ by Charles Mackesy</p>	 <p>Respect, Consent, Boundaries and being in Charge of You’ by Rachel Brian</p>
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Key Vocabulary

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gentle: calm, kind, or soft	Kindness: an act which benefits or brings happiness to others (without praise or reward)	Friend: someone you enjoy spending time with, friends trust, support and help one another.	Conflict: a fight or disagreement between people	Positive Relationship: someone you enjoy spending time with.	Positive Relationship: someone you enjoy spending time with.	Friend: someone you enjoy spending time with, friends trust, support and help one another.	Peer approval: is distinct from friendship in that it refers to the degree to

<p>Kind: a person who likes doing good and bringing happiness to others</p> <p>Unkind: not kind, not treating someone well, not considering someone else's feelings</p> <p>Friend: a person who you like; who helps and supports you</p>	<p>Co-operation: the act of working together</p> <p>Respect: caring enough to consider how words and actions impact others</p> <p>Support: giving help to those who need it</p>	<p>Apology: the act of saying sorry for something wrong you have done</p> <p>Falling out: to have an argument or disagreement</p> <p>Kind: helpful, friendly, good; brings happiness to others</p> <p>Unkind: not kind, not treating someone well, not considering someone else's feelings</p> <p>Teasing: to deliberately disturb, annoy or make fun of someone</p> <p>Bullying: a behaviour that hurts someone else. It includes name-calling, hitting, pushing, threatening and excluding. It is usually repeated over a long period of time.</p> <p>Welcoming: to behave in a polite or friendly way to a guest or new arrival</p> <p>Lonely: a sad feeling; being alone or without friends</p> <p>Exclude: to not include someone</p> <p>Good Manners: polite ways of treating people and behaving in public</p>	<p>Resolve: to solve or end of problem or conflict</p> <p>Compromise: a way of reaching agreement in which each person or group gives up something that was wanted in order to end an argument / 'making a deal'.</p>	<p>Friends trust, support and help</p> <p>Falling out: If you fall out with someone, you have an argument and stop being friendly with them. You can also say that two people fall out.</p> <p>Resolution: the act of finding an answer or solution to a conflict, problem, etc.: the act of resolving something.</p> <p>Compromise: a situation in which people accept something slightly different from what they really want, because they are considering the wishes of other people.</p> <p>Empathetic: showing an ability to understand and share the feelings of another</p> <p>Include: having someone as part of a group</p> <p>Loneliness: sadness because one has no friends or company</p> <p>Invisible: unable to be seen or recognised</p> <p>Bullying: a behaviour that hurts someone else. It includes name calling, hitting, pushing, threatening, spreading rumours, taking belongings and excluding. It is usually repeated over a long period of time</p> <p>Cyberbullying: bullying that takes place over digital devices. It occurs through text, and apps, or online in social media, forums, or gaming.</p>	<p>Friends trust, support and help</p> <p>Reciprocal: done, given or felt equally by both sides</p> <p>Conflict: a disagreement or argument</p> <p>Bullying: a behaviour that hurts someone else. It includes name calling, hitting, pushing, threatening, spreading rumours, taking belongings and excluding. It is usually repeated over a long period of time</p> <p>Cyberbullying: bullying that takes place over digital devices. It occurs through text, and apps, or online in social media, forums, or gaming.</p> <p>Respect: caring enough to consider how words and actions impact others</p> <p>Considerate: to be polite, caring and thoughtful</p> <p>Empathetic: showing an ability to understand and share the feelings of another</p> <p>Isolated: far away from other places, buildings or people</p>	<p>Traits of a positive, healthy relationship Mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties, good communication.</p> <p>Mutual respect does not mean you always have to agree with someone; Your needs are just as important.</p> <p>Compromise: an agreement or settlement of a dispute that is reached by each side making concessions</p> <p>Included: belonging to or being invited into a group / not being left out</p> <p>Excluded: being left out of a group; being ignored/not listened to; not being allowed to take part or have access to something that others can; feeling lonely.</p> <p>Bystander: someone who witnesses bullying, but is not involved. Can be 'active' or 'passive'.</p> <p>Self-Respect: valuing your own worth, needs and wishes. These are of equal value to anybody else's. Part of this is knowing when you want to do something or not - not giving permission does not make you a bad friend.</p> <p>Peer influence: when you choose to do something you wouldn't otherwise do, because you want to feel accepted and valued by your friends</p> <p>Boundaries: the limits and rules we set for ourselves within a relationship Use PSHE lesson plan 'Personal Boundaries'</p>	<p>which individuals are liked or not liked by classmates.</p> <p>Disagreement: a difference of opinion between two or more people</p> <p>Disrespectful: showing a lack of respect or courtesy; impolite</p> <p>Passive aggressive: indirectly expressing negative feelings instead of openly addressing them</p> <p>Connection is a feeling of being included, of belonging and being able to enjoy being with others and in our own company.</p> <p>Self-Respect: valuing your own worth, needs and wishes. These are of equal value to anybody else's. Part of this is knowing when you want to do something or not - not giving permission does not make you a bad friend.</p> <p>Self-esteem: a confidence in one's own worth and abilities</p> <p>Peer influence: when you choose to do something you wouldn't otherwise do, because you want to feel accepted and valued by your friends</p> <p>Consent: permission for something to happen or an agreement to do something</p>
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