Longman's Hill: Teaching Consent – Physical contact and boundaries

EYFS	EYFS Further develop the skills they need to manage the school day successfully: - lining up and queuing **[PD P45]** Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others
Year 1	I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline
Year 2	I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)
Year 3	I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them
Year 4	*I know about physical boundaries and saying no to unwanted touch.
Year 5	I understand what boundaries are appropriate in friendships with peers and others both on and offline
Year 6	I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)

Longman's Hill: Teaching Consent- Privacy and Body parts

EYFS	I know the names for the main body parts (including external genitalia) and why it is important to keep them private. NSPCC PANTS.
Year 1	I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends I know the names for the main body parts (including external genitalia) and why it is important to keep them private
Year 2	I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change
Year 3	I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring
Year 4	I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body
Year 5	I know the ways in which children grow and develop in puberty – physically and emotionally I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.
Year 6	I understand the physical and emotional changes I will go through at puberty I know about human reproduction including conception I can look after my body and health as I go through puberty I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.

Longman's Hill: Teaching Consent- Listen and show respect for others

EYFS	Express their feelings and consider the feelings of others. **[PSED P33]** Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Year 1	I can listen to other people and show them respect
Year 2	I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically). I know how to get help I can listen to others and respect their viewpoints.
Year 3	I can listen to and show respect for the views of others both on and offline
Year 4	I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people
Year 5	I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point
Year 6	I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict

Longman's Hill: Teaching Consent- Healthy Relationships on and offline

EYFS	Build constructive and respectful relationships. **[PSED P33]** Congratulate children for their kindness to others and express your approval when they help, listen and support each other.
Year 1	I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help
Year 2	I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help
Year 3	I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy
Year 4	I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out
Year 5	I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)
Year 6	I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship

Longman's Hill: Teaching about getting help.

EYFS	Name and describe people who are familiar to them. **[UTW P64] discuss support networks with the children.**
Year 1	I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
Year 2	I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention with them including if I experience or witness it.
Year 3	I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
Year 4	I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
Year 5	I know how to respond safely and appropriately to adults I meet (including online) whom I do not know I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention
Year 6	I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to

	share a confidential secret all of which can happen both on and offline I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention