Appendix 1b: Relationships Education objective matrix

End-of-primary objectives with lesson objectives and stimulus texts from Reception to Year 6

Raddlebarn Primary School

There are no outsiders at Raddlebarn. Everyone is welcome here.

How to read each objective slide

Element	Meaning
End-of-primary objective	Current statutory wording for what pupils should know by the end of primary.
Foundation link	A Reception No Outsiders lesson that provides a genuine foundation for the later statutory objective.
Teach	The year in which the objective receives its first explicit lesson.
Revisit	A planned retrieval and application of the objective at a more demanding level.
Stimulus text / resource	The book or named resource used as the stimulus. Jigsaw references give the puzzle and lesson number.

Families and people who care for me

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That families are important for children growing up safe and happy because they can provide love, security and stability.	FOUNDATION LINK The Family Book LO: Talk about different families	TEACH LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Great Big Book of Families No Outsiders: Bathe the Cat	REVISIT LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Describe clear examples and rehearse what to say or do. Stimulus: My family, Your Family		REVISIT LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Great Big Book of Families		REVISIT LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Great Big Book of Families
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.		TEACH LO: I can Identify the features of safe and happy family life, including care, protection and shared time. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 1 No Outsiders: Bathe the Cat		REVISIT LO: I can Identify the features of safe and happy family life, including care, protection and shared time. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 1, 6		REVISIT LO: I can Identify the features of safe and happy family life, including care, protection and shared time. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 5	

Families and people who care for me

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	FOUNDATION LINK The Family Book LO: Talk about different families	TEACH LO: I can Respect families that look different and recognise the love and care within them. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Great Big Book of Families	REVISIT LO: I can Respect families that look different and recognise the love and care within them. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Me in the Middle No Outsiders: Is That Your Mama?		REVISIT LO: I can Respect families that look different and recognise the love and care within them. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Maisie's Scrapbook No Outsiders: Remixed	REVISIT LO: I can Respect families that look different and recognise the love and care within them. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: everything Changes No Outsiders: And Tango Makes Three	
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	FOUNDATION LINK The Family Book LO: Recognise that different families can provide love and care		TEACH LO: I can Explain why stable, caring relationships support children's security and wellbeing. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 1, 5, 6		REVISIT LO: I can Explain why stable, caring relationships support children's security and wellbeing. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: My Two Grandads; Jigsaw: Relationships 2, 6 No Outsiders: Remixed		REVISIT LO: I can Explain why stable, caring relationships support children's security and wellbeing. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Great Big Book of Families; Jigsaw: Being Me in My World 3

Families and people who care for me

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					TEACH LO: I can Explain that marriage and civil partnership are formal, legally recognised commitments. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: King & King with factual teaching		REVISIT LO: I can Explain that marriage and civil partnership are formal, legally recognised commitments. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: King & King with factual teaching No Outsiders: Optional A Day in the Life of Marlon Bundo
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			TEACH LO: I can Recognise when family life feels unhappy or unsafe and identify trusted sources of help. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 1		REVISIT LO: I can Recognise when family life feels unhappy or unsafe and identify trusted sources of help. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Changing Me 4		REVISIT LO: I can Recognise when family life feels unhappy or unsafe and identify trusted sources of help. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 2

Caring friendships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How important friendships are in making us feel happy and secure, and how people choose and make friends.	FOUNDATION LINK Blue Chameleon LO: Make a new friend	TEACH LO: I can Explain why friendships matter and describe how people make friends. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Lion Inside No Outsiders: Going to the Volcano		REVISIT LO: I can Explain why friendships matter and describe how people make friends. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Friendship Bench		REVISIT LO: I can Explain why friendships matter and describe how people make friends. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: No Outsiders: The Girls	
That healthy friendships are positive and welcoming towards others, do not make others feel lonely or excluded, and require skills for developing caring, kind friendships.	FOUNDATION LINK Hello Hello / Blue Chameleon LO: Use welcoming behaviour and make a new friend	TEACH LO: I can Use welcoming behaviour so that others are not left lonely or excluded. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Kind No Outsiders: Going to the Volcano	REVISIT LO: I can Use welcoming behaviour so that others are not left lonely or excluded. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Invisible Boy No Outsiders: Can I Join Your Club?	REVISIT LO: I can Use welcoming behaviour so that others are not left lonely or excluded. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Perfect Fit No Outsiders: Shu Lin's Grandpa		REVISIT LO: I can Use welcoming behaviour so that others are not left lonely or excluded. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: On Sudden Hill	

Caring friendships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	FOUNDATION LINK Blue Chameleon LO: Recognise loneliness and suggest how to include someone		TEACH LO: I can Recognise loneliness and talk about it without shame. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Invisible Boy	REVISIT LO: I can Recognise loneliness and talk about it without shame. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: No Outsiders: Aalfred and Aalbert		REVISIT LO: I can Recognise loneliness and talk about it without shame. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Meesha Makes Friends;	
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, shared interests and experiences, and support with problems and difficulties.			TEACH LO: I can Identify the qualities of a healthy friendship, including trust, honesty, kindness and support. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Friendship Bench No Outsiders: Amazing	REVISIT LO: I can Identify the qualities of a healthy friendship, including trust, honesty, kindness and support. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Enemy Pie		REVISIT LO: I can Identify the qualities of a healthy friendship, including trust, honesty, kindness and support. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Not so Friendly Friend No Outsiders: The Boys	REVISIT LO: I can Identify the qualities of a healthy friendship, including trust, honesty, kindness and support. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Rabbit Listened

Caring friendships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.			TEACH LO: I can Explain how friends can repair a relationship after a disagreement. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Squirrels Who Squabbled	REVISIT LO: I can Explain how friends can repair a relationship after a disagreement. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Sour Grape		REVISIT LO: I can Explain how friends can repair a relationship after a disagreement. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: No Outsiders: The Girls	
How to manage conflict, and that resorting to violence is never right.				TEACH LO: I can Resolve conflict peacefully and explain why violence is never the right response. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Recess Queen	REVISIT LO: I can Resolve conflict peacefully and explain why violence is never the right response. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Juice Box Bully	REVISIT LO: I can Resolve conflict peacefully and explain why violence is never the right response. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Sorry!	REVISIT LO: I can Resolve conflict peacefully and explain why violence is never the right response. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Forgiveness Garden

Caring friendships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.				TEACH LO: I can Recognise a friendship that causes discomfort or unhappiness and seek support. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: My Secret Bully Jigsaw: Relationships 2		REVISIT LO: I can Recognise a friendship that causes discomfort or unhappiness and seek support. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Jigsaw: Relationships 2, 6	REVISIT LO: I can Recognise a friendship that causes discomfort or unhappiness and seek support. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Jigsaw: Relationships 4, 5, 6
How to pay attention to the needs and preferences of others, including in families and friendships, and how to balance the needs and wishes of different people in relationships.	FOUNDATION LINK You Choose LO: Express a preference and accept that others may choose differently	TEACH LO: I can Notice and balance my needs with other people's needs and preferences. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Don't Hug Doug Jigsaw: Relationships 3, 5 No Outsiders: Bathe the Cat		REVISIT LO: I can Notice and balance my needs with other people's needs and preferences. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Willow Finds a Way Jigsaw: Relationships 1, 2, 6		REVISIT LO: I can Notice and balance my needs with other people's needs and preferences. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Each Kindness Jigsaw: Relationships 5 No Outsiders: The Boys	REVISIT LO: I can Notice and balance my needs with other people's needs and preferences. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Jigsaw: Relationships 2, 4

Respectful and kind relationships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.		TEACH LO: I can Set, communicate and respect healthy boundaries. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Don't Touch My Hair!		REVISIT LO: I can Set, communicate and respect healthy boundaries. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Harrison P Spader		REVISIT LO: I can Set, communicate and respect healthy boundaries. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: A Little Respectful Spot	REVISIT LO: I can Set, communicate and respect healthy boundaries. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Weslandia; Consent for Kids
How to communicate effectively and manage conflict with kindness and respect, be assertive, express needs and boundaries, and manage feelings including disappointment and frustration.			TEACH LO: I can Express needs assertively, manage frustration and handle conflict kindly. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Otters Vs Badgers Jigsaw: Relationships 2, 3, 6		REVISIT LO: I can Express needs assertively, manage frustration and handle conflict kindly. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Bad Seed Jigsaw: Relationships 1, 2, 4 No Outsiders: My Beautiful Voice	REVISIT LO: I can Express needs assertively, manage frustration and handle conflict kindly. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Only Way is Badger Jigsaw: Relationships 1, 2, 4, 5	REVISIT LO: I can Express needs assertively, manage frustration and handle conflict kindly. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: How to Soothe an angry Badger Jigsaw: Relationships 4, 5, 6

Respectful and kind relationships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The difference between being assertive and being controlling, and between being kind to other people and neglecting one's own needs.					TEACH LO: I can Distinguish assertive behaviour from controlling behaviour. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Recess Queen; Jigsaw: Relationships 1, 4	REVISIT LO: I can Distinguish assertive behaviour from controlling behaviour. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Recess Queen; Jigsaw: Relationships 1, 2, 4, 6	REVISIT LO: I can Distinguish assertive behaviour from controlling behaviour. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Recess Queen; Jigsaw: Relationships 4, 5, 6
That they can expect to be treated with respect by others, and the importance of respecting people who are different, make different choices, or have different preferences or beliefs.	FOUNDATION LINK Red Rockets and Rainbow Jelly LO: Accept that friends can like different things	TEACH LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Kind; Jigsaw: Relationships 2, 3 No Outsiders: Elmer	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Kind; Jigsaw: Relationships 2, 3, 4, 5, 6 No Outsiders: Can I Join Your Club?	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Kind; Jigsaw: Relationships 4, 5, 6 No Outsiders: I Am Nefertiti	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Kind; Jigsaw: Relationships 1, 4, 5, 6 No Outsiders: My Brother George	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Kind; Jigsaw: Relationships 2, 4, 5 No Outsiders: And Tango Makes Three, Mixed or Milo Imagines the World	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Kind; Jigsaw: Relationships 1, 4, 5, 6 No Outsiders: The Proudest Blue

Respectful and kind relationships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practical steps and skills they can use in different contexts to improve or support their relationships.			TEACH LO: I can Use practical relationship skills in different situations. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Friendship Bench No Outsiders: Amazing	REVISIT LO: I can Use practical relationship skills in different situations. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Friendship Bench No Outsiders: Aalfred and Aalbert		REVISIT LO: I can Use practical relationship skills in different situations. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Juice Box Bully No Outsiders: The Boys	REVISIT LO: I can Use practical relationship skills in different situations. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Friendship Bench; The Juice Box Bully No Outsiders: Saving the Butterfly
The conventions of courtesy and manners.	FOUNDATION LINK Hello Hello LO: Use a greeting to welcome another person	TEACH LO: I can Use courtesy and good manners. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Kind; Jigsaw: Relationships 3	REVISIT LO: I can Use courtesy and good manners. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Kind; Jigsaw: Relationships 2, 6		REVISIT LO: I can Use courtesy and good manners. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Kind; Jigsaw: Relationships 4		
The importance of self-respect and how this links to happiness, self-esteem and a strong sense of identity, including through developing skills and interests.	FOUNDATION LINK Super Duper You / You Choose LO: Describe my strengths, interests and choices	TEACH LO: I can Describe my strengths and interests and show self-respect. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Lion Inside; Jigsaw: Relationships 5 No Outsiders: Elmer or I Love Me	REVISIT LO: I can Describe my strengths and interests and show self-respect. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Lion Inside; Jigsaw: Relationships 2 No Outsiders: Splash		REVISIT LO: I can Describe my strengths and interests and show self-respect. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Lion Inside; Jigsaw: Celebrating Difference 2, 5, 6 No Outsiders: My Beautiful Voice		REVISIT LO: I can Describe my strengths and interests and show self-respect. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Lion Inside; Jigsaw: Relationships 1, 2, 4, 5, 6

Respectful and kind relationships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The different types and effects of bullying, including online bullying, the responsibilities of bystanders, and how to get help.			TEACH LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Describe clear examples and rehearse what to say or do. Stimulus: One; Jigsaw: Relationships 4	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: One; Jigsaw: Relationships 3 No Outsiders: This Is Our House or We're All Wonders	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: One; Each Kindness; Jigsaw: Celebrating Difference 1, 3, 4 No Outsiders: My Beautiful Voice	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: One; Each Kindness; Jigsaw: Relationships 2, 4	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: One; Each Kindness; Jigsaw: Relationships 4 No Outsiders: The Island
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying, and how to challenge a stereotype.				TEACH LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Paper Bag Princess; Jigsaw: Relationships 1, 4 No Outsiders: The Truth About Old People	REVISIT LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Paper Bag Princess; Jigsaw: Celebrating Difference 1, 2, 6 No Outsiders: My Brother George	REVISIT LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Paper Bag Princess; Jigsaw: Celebrating Difference 1, 2, 4, 5, 6	REVISIT LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Paper Bag Princess; Jigsaw: Celebrating Difference 1, 2, 5 No Outsiders: The Island

Respectful and kind relationships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to seek help when needed, including when concerned about violence or harm, or when unsure who to trust.			TEACH LO: I can Seek help when I am worried about harm or unsure whom to trust. Develop: Describe clear examples and rehearse what to say or do. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2, 3, 4, 5, 6		REVISIT LO: I can Seek help when I am worried about harm or unsure whom to trust. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2 No Outsiders: My Beautiful Voice		REVISIT LO: I can Seek help when I am worried about harm or unsure whom to trust. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2, 3, 5, 6

Online safety and awareness

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That people should be respectful in online interactions and that the same principles apply online as face to face, including resisting pressure to share information or images.				TEACH LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Jigsaw: Relationships 2, 3, 6	REVISIT LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Troll Stinks!; Jigsaw: Relationships 4	REVISIT LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Troll Stinks!; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Troll Stinks!; Jigsaw: Relationships 4, 5, 6
How to critically evaluate online relationships and information, recognise pretence, harmful content or harmful contact, and report concerns.					TEACH LO: I can Evaluate an online relationship, recognise pretence or harmful contact and report concerns. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Webster's Friend; Jigsaw: Healthy Me 6	REVISIT LO: I can Evaluate an online relationship, recognise pretence or harmful contact and report concerns. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Webster's Friend; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Evaluate an online relationship, recognise pretence or harmful contact and report concerns. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Webster's Friend; Jigsaw: Relationships 4, 5, 6

Online safety and awareness

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That there is a minimum age for joining social-media sites, currently 13, which helps protect children from inappropriate content or unsafe contact.						TEACH LO: I can Explain social-media age limits and how they help protect children. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Jigsaw: Relationships 2, 3, 4	REVISIT LO: I can Explain social-media age limits and how they help protect children. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Jigsaw: Relationships 5, 6
The importance of caution when sharing information online and of using privacy and location settings to protect personal information.				TEACH LO: I can Protect personal information by making careful sharing, privacy and location choices. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Jigsaw: Relationships 3	REVISIT LO: I can Protect personal information by making careful sharing, privacy and location choices. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Once Upon a Time Online; Jigsaw: Healthy Me 1	REVISIT LO: I can Protect personal information by making careful sharing, privacy and location choices. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Once Upon a Time Online; Jigsaw: Relationships 2, 3, 6	REVISIT LO: I can Protect personal information by making careful sharing, privacy and location choices. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Once Upon a Time Online; Jigsaw: Relationships 5, 6

Online safety and awareness

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That online material may be circulated and, once words or images have been shared, there may be no way to delete them everywhere or control where they end up.					TEACH LO: I can Explain why shared words and images may become impossible to remove or control. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Once Upon a Time Online; Jigsaw: Celebrating Difference 4	REVISIT LO: I can Explain why shared words and images may become impossible to remove or control. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Once Upon a Time Online; Jigsaw: Relationships 2, 3, 6	REVISIT LO: I can Explain why shared words and images may become impossible to remove or control. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Once Upon a Time Online; Jigsaw: Relationships 4, 5, 6
That the internet contains content that can be inappropriate or upsetting for children, and where to go for advice and support when worried or concerned.				TEACH LO: I can Recognise upsetting online content and use the correct reporting or support route. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Chicken Clicking; Jigsaw: Relationships 3	REVISIT LO: I can Recognise upsetting online content and use the correct reporting or support route. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Chicken Clicking; Jigsaw: Celebrating Difference 1, 4	REVISIT LO: I can Recognise upsetting online content and use the correct reporting or support route. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Chicken Clicking; Jigsaw: Relationships 3, 4, 6	REVISIT LO: I can Recognise upsetting online content and use the correct reporting or support route. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Chicken Clicking; Jigsaw: Relationships 4, 5, 6

Being safe

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What sorts of boundaries are appropriate in friendships with peers and others, including online and in play or negotiations about space and resources.		TEACH LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Don't Hug Doug; Jigsaw: Relationships 3	REVISIT LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Don't Hug Doug; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Don't Hug Doug; Jigsaw: Relationships 2, 3, 6		REVISIT LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Don't Hug Doug; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Don't Hug Doug;Consent for Kids Jigsaw: Relationships 4, 5, 6
The concept of privacy and its implications for children and adults, including that it is not always right to keep secrets if they relate to being safe.		TEACH LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Some Secrets Should Never Be Kept	REVISIT LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Some Secrets Should Never Be Kept	REVISIT LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Some Secrets Should Never Be Kept		REVISIT LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Some Secrets Should Never Be Kept	REVISIT LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Some Secrets Should Never Be Kept

Being safe

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.		TEACH LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Rissy No Kissies	REVISIT LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Rissy No Kissies; My Body What I Say Goes	REVISIT LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Rissy No Kissies; My Body What I Say Goes		REVISIT LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Rissy No Kissies; My Body What I Say Goes	REVISIT LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Rissy No Kissies; My Body What I Say Goes
How to respond safely and appropriately to adults they may encounter in all contexts, including online, whether or not they know them.			TEACH LO: I can Respond safely to adults I meet offline or online. Develop: Describe clear examples and rehearse what to say or do. Stimulus: My Body What I Say Goes Jigsaw: Relationships 2, 4, 5		REVISIT LO: I can Respond safely to adults I meet offline or online. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: My Body What I Say Goes; Webster's Friend; Jigsaw: Changing Me 3	REVISIT LO: I can Respond safely to adults I meet offline or online. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: My Body What I Say Goes; Webster's Friend; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Respond safely to adults I meet offline or online. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: My Body What I Say Goes; Webster's Friend; Jigsaw: Relationships 4, 5, 6

Being safe

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.				TEACH LO: I can Recognise a harmful relationship and consider whether a person is trustworthy. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: My Secret Bully; Jigsaw: Healthy Me 5		REVISIT LO: I can Recognise a harmful relationship and consider whether a person is trustworthy. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: My Secret Bully; Jigsaw: Relationships 2, 3, 6 No Outsiders: The Girls or The Boys, as supporting discussion	REVISIT LO: I can Recognise a harmful relationship and consider whether a person is trustworthy. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: My Secret Bully; Jigsaw: Relationships 4, 5, 6
How to report abuse, online or real-life concerns, or feelings of being unsafe, using the vocabulary and confidence needed to do so.		TEACH LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 4	REVISIT LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 2, 4, 5, 6	REVISIT LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 3, 5		REVISIT LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 2, 4, 5, 6

Being safe

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to ask for advice or help for themselves or others, keep trying until they are heard, and know where advice is available.		TEACH LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Recognise this in familiar situations and name a safe response. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 3, 4 4 No Outsiders: Errol's Garden	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Describe clear examples and rehearse what to say or do. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2, 3, 4, 5, 6	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 5	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: My Body What I Say Goes; Jigsaw: Healthy Me 2, 3, 4, 5, 6 No Outsiders: My Beautiful Voice	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 2, 4, 6	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2, 3, 4, 5, 6

Sources and planning status

Department for Education

Relationships Education, Relationships and Sex Education and Health Education statutory guidance, July 2025, in force from 1 September 2026

No Outsiders

We Belong Here parent and carer guide, April 2024, and the Reception long-term plan used for the six EYFS lessons

Jigsaw PSHE

Jigsaw 3-11 and Statutory Relationships & Health Education mapping document, April 2026. A named Jigsaw puzzle and lesson is used where the proposed spine previously relied on an unspecified scenario or current resource.

Planning status

Proposed progression and book spine. Complete a school-specific safeguarding, SEND and resource audit before adoption.

37 statutory objective slides across five strands.