

Respect Knowledge Progression Framework

Substantive Knowledge

	F2	Year 1	Year 2
Families	<ul style="list-style-type: none"> ○ Know what our own families look like. 	<ul style="list-style-type: none"> ○ Know that families can all look different. ○ Know that there are factors that contribute a healthy family life e.g. love, care, protection and stability. 	<ul style="list-style-type: none"> ○ Know why love, care, protection and stability are important to family life. ○ Know what to do when a family relationship feels unhappy or unsafe.
Caring friendships and Respectful, kind relationships	<ul style="list-style-type: none"> ○ Know what bullying is and who to speak to if we are worried. ○ Know what to do if something is wrong (speak up). ○ Know how to resolve conflicts through talking. 	<ul style="list-style-type: none"> ○ Know what it means to be a good friend. ○ Know what bullying is and how to identify bullying behaviour. ○ Know how bullying can impact a victim. ○ Know who to speak to if we are concerned about bullying. 	<ul style="list-style-type: none"> ○ Know what does consent means and why it is important ○ Know what to do if someone is feeling left out or lonely. Know the characteristics of a healthy and unhealthy friendship. ○ Know what is bullying and how to be an upstander. ○ Know examples of upstanders e.g. Rosa Parks. ○ Know that there are different types of bullying e.g. online, physical, verbal, emotional and peer pressure. ○ Know why people might bully others.
Being safe	<ul style="list-style-type: none"> ○ Know what is meant by a trusted adult. ○ Know the trusted adults in our lives. Know that we need to eat healthily. 	<ul style="list-style-type: none"> ○ Know the difference between familiar and unfamiliar adults. ○ Know what an emergency is and the adults that can help in an emergency. 	<ul style="list-style-type: none"> ○ Know who helps us to stay safe in different places e.g. on the roads, at school and at home. ○ Know who helps in emergencies and how to contact different trusted adults. Know what

	<ul style="list-style-type: none"> ○ Know the benefits of daily exercise. ○ Know that it is important to brush our teeth. ○ Know that it is important to have a good sleep routine. ○ Know that we should always cross roads with an adult. ○ Know that pants are private e.g. NSPCC – Talk PANTS. ○ Know how to stay safe in the sun e.g. use sun cream, drink lots of water, stay in the shade. 	<ul style="list-style-type: none"> ○ Know that we can trust people associated with safe environments e.g. after school club providers at school. Know how to stay safe when crossing roads e.g. Stop, look, listen, think. ○ Know how to have good personal hygiene e.g. washing hands, brushing teeth and why this is important. ○ Know how to stay safe online by protecting personal information. ○ Know how to look after our world by recycling. ○ Know how our bodies react to too much sun and dehydration e.g. being sweaty, red and having a dry mouth. 	<p>immunisations are and why they are important.</p> <ul style="list-style-type: none"> ○ Know that immunisations are a choice. ○ Know how to stay safe at home. ○ Know the consequences of not caring for our world e.g. plastic pollution. ○ Know how to care for wildlife.
<p>Online Safety</p>	<ul style="list-style-type: none"> ○ To know that work I create belongs to me. ○ To know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody ○ who asks me to do something that makes me feel sad, embarrassed or upset. ○ To know how I might use technology to communicate with people I know. To know some simple examples of my personal information (e.g. name, address, birthday, age, location). ○ To know some ways that some people can be unkind online. 	<ul style="list-style-type: none"> ○ Know how to name my work so that others know it belongs to me. ○ Know how to save my work under a suitable name/title. ○ Know that work created by others does not belong to me even if I save a copy. ○ Know that there may be people online who could make me feel sad or embarrassed. ○ Know that I can talk to a trusted adult when things online upset me. ○ Know why it is important to be kind and considerate to others online. ○ Know the rules I can follow to keep myself safe when using technology at home and beyond. 	<ul style="list-style-type: none"> ○ Know that content and information on the internet may belong to other people. ○ Know that other people may look and act differently online and offline. ○ Know why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. ○ Know what bullying is and how this may look online. ○ Know how rules/guides help me accessing online technology. ○ Know who I can talk to if something has been put online without consent or if it is incorrect. ○ Know the difference between things that are 'made up' and things that are 'true' online.

	<ul style="list-style-type: none"> ○ To know some simple rules. ○ To know some ways that I can put information on the internet. To know we can use the internet to find information online. 	<ul style="list-style-type: none"> ○ Know the information I should not share online without asking a trusted adult. ○ Know that we can encounter a range of things online including things we do and do not like. ○ Understand the 'Healthy Habits' as ways of staying safe and happy online. ○ Understand the importance of keeping personal information private. 	
Zones of Regulation	<ul style="list-style-type: none"> ● Know the meaning of each coloured zone. <ul style="list-style-type: none"> ○ Green = happy ○ Blue = sad ○ Yellow = worried ○ Red = angry ● Know what our behaviour can look like in each zone. ● Know which zone we are in depending on how we are feeling. ● Know a strategy to help us 'get back to green'. <ul style="list-style-type: none"> ○ Know the feelings in our body and what they are telling us (Interoception) e.g. hungry, worried. 	<ul style="list-style-type: none"> ● Know additional vocabulary for each coloured zone. <ul style="list-style-type: none"> ○ Green = calm ○ Blue = tired ○ Yellow = worried ○ Red = terrified ● Know a couple of strategies to help us 'get back to green'. <ul style="list-style-type: none"> ○ Know some triggers that can makes us go into different zones. 	<ul style="list-style-type: none"> ● Know additional vocabulary for each coloured zone. <ul style="list-style-type: none"> ○ Green = feeling okay, focused ○ Blue = bored, sick ○ Yellow = excited, silly/wriggly ○ Red = mad, out of control ● Know a range of strategies to help ourselves and others 'get back to green'. <ul style="list-style-type: none"> ○
AREP (Anti-Racism Education Programme) <i>This programme has been developed to support children to</i>	<ul style="list-style-type: none"> ○ Know, through shared stories, that we are all different and have different interests and that is okay. Stories <ul style="list-style-type: none"> ○ It's OK to be different ○ ELMER 	<ul style="list-style-type: none"> ○ Know, through shared stories, that we are all different and that is okay. ○ Understand what is meant by 'race'. Stories <ul style="list-style-type: none"> ○ Shine 	<ul style="list-style-type: none"> ○ Know, through shared stories, that we are all different and have different skin colours and that is okay. ○ Understand the importance of being an upstander. Stories

discuss similarities and differences and initiate conversations around racism and being an upstander.

- I am Brown

- Look up!
- Standing up to Racism: a lift the flap book about standing together.

- Say Something.
- Our Skin: a first conversation about race.
- Amazing Grace.