

Relationships progression

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Valuing difference</u>	<p>Understanding the World: People and Communities</p> <p>ELG: <i>They know that other children don't always enjoy all the same things, and are sensitive to this.</i></p> <p><i>To know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p>	<p>People and other living things have rights – showing respect to others.</p>	<p>Families can look different from their own family (respecting differences)</p> <p>Showing respect to others even when they are very different from them.</p>	<p>Families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p> <p>What is prejudice? How can it affect people? What changes when playful joking or teasing becomes hurtful to another?</p>	<p>Respecting others - Responding respectfully to others and challenging others' views respectfully.</p> <p>What is discrimination? How can we challenge it? What do we do if we see bullying/hurtful behaviour/name calling?</p>	<p>Respecting others – Responding respectfully to others and challenging others' views respectfully. Challenging extreme views (radicalisation)</p> <p>Recognise and challenge stereotypes.</p>	<p>Recognise similarities and differences between people arise from a number of factors</p> <p>Recognise and challenge stereotypes.</p> <p>Sex, gender identity and sexual orientation</p> <p>What is prejudice and discrimination? What is the impact? What is my responsibility? How can we be more inclusive? Recognising prejudice-based bullying in person, online and through social media and how to get help.</p>

<p><u>Healthy relationships</u></p>	<p>Understanding the World: People and Communities</p> <p><i>ELG: Children talk about past and present events in their own lives and in the lives of family members.</i></p> <p>PSED: Making Relationships</p> <p><i>ELG: Children play co-operatively, taking turns with others. They take account of others' ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships</i></p>	<p>The importance of families - Identify special people - what makes them special and how do we care for one another (friends and family)</p> <p>How to choose and make friends</p> <p>What to do when someone is being unkind or unfair. What is teasing ? What is bullying? What should we do if we see it?</p> <p>Appropriate and inappropriate contact</p>	<p>The importance of families – love and care: Families can look different from their own family (respecting differences)</p> <p>Characteristics of a healthy family life (commitment, spending time together, sharing each others' lives)</p> <p>What is the difference between joking, hurtful teasing and bullying?</p> <p>Appropriate and inappropriate contact (personal space)</p>	<p>To recognise different types of relationships including how to form positive, healthy relationships (including online relationships)</p> <p>What unhealthy relationships look like and who to talk to if they need support.</p> <p><u>Online safety</u> How images in the media and online may not always reflect the truth including risks of meeting people online.</p> <p>Appropriate and inappropriate</p>	<p>Common courtesy and manners.</p> <p>Friendships – ups and downs and resolving conflict</p> <p>That their actions affect themselves and others and how to resolve. (including online behaviour)</p> <p>Friendships- Solving disputes and conflicts through negotiation and compromise</p>	<p>Friendships – how their actions can affect themselves and others and strategies to self-regulate (including online behaviour and protecting personal information)</p> <p>Friendships - Solving disputes and conflicts through negotiation and compromise .</p> <p>Working collaboratively towards shared goals: the skills needed in an emergency – what to do and basic</p>	<p>Constituents of healthy, positive relationships (including online) and why relationships may change/end.</p> <p>Recognise when a relationship is unhealthy (including online) and who to talk to if they need support.</p> <p>Committed loving relationships including marriage and civil partnerships.</p> <p>Understand marriage is a choice and forced marriage is a crime and how to get support.</p> <p>Acceptable/unacceptable physical contact and how to communicate it. Concept of consent. How to get support.</p> <p>Confidentiality and privacy and when to break it. (secrets) Personal boundaries, the right to privacy and permission seeking . (including online)</p>
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	<ul style="list-style-type: none"> - Initiates conversations and takes into account what others say - Asks appropriate questions - Takes steps to resolve conflict with other children, eg, finding a compromise . 	<p>(personal space)</p> <p>Secrets and nice surprises – privacy NSPCC pants</p> <p>To listen to others and work cooperatively including resolving simple arguments (friendships have ups and downs).</p> <p>To give construct, support and feedback to others.</p> <p>Recognise unkindness to self or others – how to respond and what to say.</p> <p>Who to trust and who not to trust</p>	<p>Secrets and nice surprises - privacy NSPCC pants</p> <p>Bullying What is it? Different types, the effects of bullying and how to get help. Strategies to resist teasing or bullying. Characteristics of healthy friendships – being welcoming towards others.</p>	<p>e contact (Personal boundaries)</p> <p>Bullying Consequences and recognising different types. Including cyber bullying.</p> <p>Personal boundaries – understand what their willing to share (online – keeping passwords private)</p>	<p>emergency aid</p>	
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<p><u>Feelings and Emotions</u></p>	<p>PSED: Managing Feeling and Behaviours</p> <p><i>ELG: Children talk about how they and others show feelings, talk about their own and others behaviour and it's consequences, and to</i></p>	<p>To communicate feelings to others.</p> <p>Recognise how others show feelings and how to respond to them.</p> <p>People's bodies and feelings can be hurt – including what makes</p>	<p>To communicate feelings of loss to others</p> <p>Recognise how others show feelings and how to respond to them (loss).</p> <p>To recognise that their behaviour can affect other people (fair, unfair,</p>	<p>Confidentiality and when to break it. Where to go and how to ask for help if we are worried about others or ourselves including vocabulary to report abuse.</p> <p>Recognise and manage dares.</p>	<p>Listening and responding respectfully to others; considering others' points of view</p>	<p>Responding appropriately to a wide range of feelings in others</p> <p>Recognising and managing dares.</p>	<p>Recognising and managing dares and 'exit strategies'. Resisting pressure – radicalisation.</p>

	<p>know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations, and take changes in routine in their stride.</p> <ul style="list-style-type: none"> - Understand that their actions effect others. - Be aware of boundaries set and behaviour expectations. - Begin to negotiate and solve problems. 	<p>them feel comfortable and uncomfortable.</p>	<p>right and wrong). Response – what to do.</p> <p>People's bodies and feelings can be hurt – describe the difference between being physically vs emotionally.</p>				
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