

PSHE Progression of Knowledge and Skills

Relationships

Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

At The Discovery School we understand the importance of our children knowing more, remembering more and doing more. With this in mind, we teach the children the knowledge they require, ensuring they have opportunities for the retrieval of knowledge and the chance to apply new skills during their learning.

<u>Area of Learning</u>	<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>
Relationships Families and friendships	Personal, Social and Emotional Development: -see themselves as a valuable individual. -build constructive and respectful relationships. -express their feelings and consider the feelings of others. -show resilience and perseverance in the face of challenge. -identify and moderate their own feelings socially and emotionally. -think about the perspectives of others. Communication and Language: -Develop social phrases	Roles of different people; families; feeling cared for R1: To know about the roles of different people (e.g. acquaintances, friends and relatives) play in our lives. Think about people who care for them. E.g. parents, siblings, grandparents, relatives, friends and teachers. R2: To be able to identify the people who love and care for them and what they do to help them feel cared for. Discuss the role of these different people play in	Making friends: feeling lonely and getting help R6: To know how people make friends and what makes a good, happy and secure friendship. How to be a good friend, e.g. kindness, listening, honesty. Different ways that people meet and make friends. R7: To know how to recognise when they or someone else feels lonely and what to do. How to recognise and ask for help, when they are feeling lonely or unhappy or to help someone else.	What makes a family; features of family life R1: To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6: To know that a feature of a positive family life is caring relationships and sharing each other's lives; about the different ways in which people care for one another. R1 & R6 Circle time discussion	Positive friendships, including online R10: To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11: To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); R13: To know the importance of seeking support if	Managing friendships and peer influences R14: To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. Circle time R15: To be aware of strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. R16: To know how friendships can	Attraction to others; romantic relationships, civil partnerships and marriage. R1: To explain that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2: To know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual

	<p>Listening, attention and understanding: -hold a conversation when engaged in back and forth exchanges with their teachers and peers.</p> <p>Speaking: -express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.</p> <p>Understanding the World -talk about members of their immediate family and community. -name and describe people who are familiar to them.</p>	<p>children's lives and how they care for them.</p> <p>R3: To know about different families including those that may be different to their own are characterised by love and care.</p> <p>R4: To be able to identify common features of family life.</p> <p>Discuss what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>R5: To know that it is important to tell someone (such as a teacher) if something about their family makes them unhappy or worried.</p> <p>The importance of telling someone – and how to tell the – if they are worried about something in their family.</p>	<p>R8: To be able to use simple strategies to resolve arguments between friends positively.</p> <p>R9: To know how to ask for help if a friendship is making you feel unhappy.</p> <p>What causes arguments between friends?</p> <p>How to positively resolve arguments between friends.</p> <p>R24: To know how to talk about and share opinions on things that matter to them.</p> <p>To have strategies to positive play with friends, e.g. joining in, including others and feelings.</p>	<p>Dealing with friendships struggles BBC tech you tube</p> <p>R7: To be able to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>R7 – link to RE Marriage</p> <p>R8: To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>R9: To be able to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice.</p> <p>Twinkl **</p>	<p>feeling lonely or excluded.</p> <p>R18: To be able to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable, how to manage this and ask for support if necessary</p> <p>R10, R11, R13 & 18 Circle time Recipe for a friend</p> <p>R12: To be able to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face including by pretending to be someone they're not.</p> <p>e- safety</p>	<p>change over time, about making new friends and the benefits of having different types of friends.</p> <p>R16 Discussion and venn diagram to show how some groups of friends cross over or are separate</p> <p>R17: To know that friendships have their ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>R17 Small group discussions</p> <p>R18: To be able to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support in necessary.</p> <p>R18 Circle time</p> <p>R26: To know about seeking and giving permission (consent) in different situations.</p> <p>R26 Situation cards</p>	<p>orientation are different.</p> <p>R1 & R2 sex ed Day</p> <p>R3: To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other which is intended to be lifelong.</p> <p>R4: To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>R5: To know that people who love and care for each other can be in a committed relationship (e.g. marriage) living together, but may also live apart.</p> <p>R7: To be able to diplomatically and respectfully explain that there are different types of family structure (including single parents, same-sex parents, step parents,</p>
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							blended families, foster parents); R3, R4, R5 & R7 Check RE links
Key Vocabulary	PSED: Self-regulation: -show an understanding of their own feelings and those of others and to begin to regulate their behaviour accordingly. -set and work towards simple goals, being able to wait for what they want and control b=their immediate impulses when appropriate. Building relationships:	Family, families, parents, siblings, brother, sister, grandparents, cousins, relatives, single parents, same sex parents, different, similar, friends, friendships	Honesty, arguments,	Lesbian, gay, blended families	Mutual respect, trust, truthfulness, loyalty, generosity	Influence, desire,	Emotionally, romantically, sexually attracted to. Marriage and civil partnership.
Safe relationships Yr5 – safe relationships and changes Yr 6 – safe relationships and reproduction.		Recognising privacy; staying safe; seeking permission. R10: I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.	Managing secrets; resisting pressure and getting help; Recognising hurtful behaviour. R11: I know how people may feel if they experience hurtful behaviour or bullying.	Personal boundaries; safely responding to others; the impact of hurtful behaviour R19: I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.	Responding to hurtful behaviour, managing confidentiality; recognising risks online R20: I have some strategies to respond to hurtful behaviour experienced or witnessed offline and online (including	Physical contact and feeling safe R9: I know how to recognise if family relationships are making me feel unhappy or unsafe	Recognising and managing pressure, consent in different situations R26: : I know about seeking and giving permission (consent) in different situations R28: I can recognise pressure from others

	<p>-work and play cooperatively and take turns with others.</p> <p>-form positive attachments to adults and friendships with peers.</p> <p>-show sensitivity to their own and other's needs.</p>	<p>Be nice to your friends – ‘words can be harmful’</p> <p>R13: To be able to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>Body parts</p> <p>R15: I know how to respond safely to adults I don't know.</p> <p>Stranger danger</p> <p>R16: I know how to respond if physical contact makes me feel uncomfortable or unsafe.</p> <p>NSPCC - safety</p> <p>R17: I understand there are situations when they should ask for permission and also when their permission should be sought.</p>	<p>R12: I understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>Bullying including online. Different types of bullying.</p> <p>R14: I know that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>R18: I understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>NSPCC - safety</p> <p>R19: I know some basic techniques for resisting pressure to do something I don't want to do and may not be safe.</p>	<p>R22: I know about privacy and personal boundaries; what is appropriate in friendships and wider relationships</p> <p>NSPCC - safety</p> <p>(including online)</p> <p>R24: I know how to respond safely and appropriately to adults I may encounter (in all contexts including online and those in authority) whom I do not know.</p> <p>R21, R22 & R24 Anti bullying day/week</p> <p>R30: I know that my personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>E safety</p>	<p>teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others), how to report concerns and get support.</p> <p>R23: I know why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>R20 & R23 cross ref with online computing progression</p> <p>R27: I know about keeping something confidential or secret, when this should (e.g a birthday surprise that others will find out about) or should not be agreed to and when it is right to break a confidence or share a secret.</p> <p>R9, R25, R26, R27 & R29</p> <p>NSPCC pants</p> <p>R29: I know where to get advice and report any concerns if I am worried about my own or someone else's personal safety (including online)</p> <p>How to respond safely and appropriately to adults, and peer on peer abuse they may</p>	<p>and how to seek help or advice</p> <p>R25: I can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>R26: I know about seeking and giving permission (consent) in different situations.</p> <p>R27: I know about keeping something confidential or secret, when this should (e.g a birthday surprise that others will find out about) or should not be agreed to and when it is right to break a confidence or share a secret.</p> <p>R9, R25, R26, R27 & R29</p> <p>NSPCC pants</p> <p>R29: I know where to get advice and report any concerns if I am worried about my own or someone else's personal safety (including online)</p> <p>How to respond safely and appropriately to adults, and peer on peer abuse they may</p>	<p>to do something unsafe or that makes me feel uncomfortable and strategies to manage this.</p> <p>Sex ed Day</p> <p>NSPCC - safety</p> <p>R29: : I know where to get advice and report any concerns if I am worried about my own or someone else's personal safety (including online)</p> <p>I know how to ask for advice or help for myself or others and to keep trying until I am heard.</p> <p>R 29 Anti bullying week.</p>
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Key Vocabulary		<p>Hurt/hurtful, private, private body parts, (NSPCC Pants -Penis and vagina) touch, comfortable, uncomfortable, respond safely, (un)safe, permission,</p>	<p>Physical, verbal, social and cyber bullying.</p>	<p>Racial bullying,</p>	<p>Trolling, harassment, exclusion.</p>	<p>Sexual bullying (NSPCC Pants) people born with penis's and vaginas, gender. Puberty Menstruation. Breasts, ovary, ovum, uterus, cervix, urethra and volva. testical sperm, foreskin and scrotum, ejaculation. Hormones</p>	<p>Physiological bullying, Gender identity, transgender identity, LGBT+ genes, fertilise egg, embryo</p>
Respecting ourselves and others.		<p>How behaviour affects others; being polite and respectful.</p> <p>R21: I know what kind and unkind behaviour</p>	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p> <p>R23: I can recognise the ways in which I</p>	<p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p> <p>R30: I know that my personal behaviour</p>	<p>Respecting differences and similarities; discussing differences sensitively</p> <p>R32: I can respect the differences and</p>	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>R20: I have some strategies to respond</p>	<p>Expressing opinions and respecting other points of view. Including discussing topical issues.</p> <p>R30: I know that my personal behaviour</p>

		<p>is and how this can affect others. Kindness</p> <p>R22: I know how to treat myself and others with respect; how to be polite and courteous. Respect, class rules, sharing and being polite.</p>	<p>am the same and different to others. Discuss how we are the same but different.</p> <p>R24: I am able to listen to other people and play and work cooperatively. How and why do we work together as a class/team.</p> <p>R25: I know how to talk about and share my opinions on things that matter to me. Take part in a discussion listen to others and give reasons for their views.</p>	<p>can affect other people; to recognise and model respectful behaviour online. E safety</p> <p>R31: To be able to recognise the importance of self-respect and how this can affect their thought and feelings about themselves; that everyone including them should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R 31 Anti-bullying week</p>	<p>similarities between people and recognise what they have in common with others e.g. physically, in personality or background. R33: I can listen and respond respectfully to a wide range of people, including those whose tradition, beliefs and lifestyle are different to my own Link to RE curriculum</p>	<p>to hurtful behaviour experienced or witnessed offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others), how to report concerns and get support. R20 Whole class discussion/experience</p> <p>R21: I know about discrimination including stereotypes; what it means and how to challenge it. R21 You tube clips lined to famous people talking about their experiences of discrimination and how they have overcome it.</p> <p>R31: To be discuss the importance of self-respect and how this can affect their thought and feelings about themselves; that everyone including them should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society;</p>	<p>can affect other people; to recognise and model respectful behaviour online. R30 Anti bullying week</p> <p>R34: I can discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. R34 RE – debating topical issues</p>
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						<p>strategies to improve or support courteous, respectful relationships</p> <p>R33: I can listen and respond respectfully to a wide range of people, including those whose tradition, beliefs and lifestyle are different to my own.</p> <p>R31 & R33 Anti-bullying week</p>	
Key Vocabulary		Kind/unkind behaviour, respect (ful), class rules, polite, sharing, turn taking,	courteous,	Self-respect, self-worth, bullying,	Sensitivity, beliefs, traditions, anonymous	Prejudice discrimination,	Current affairs and topical issues.