

**PSHE Progression of Skills and Knowledge**

**Relationships Term 1 and Term 2 (Autumn Terms)**

**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.*

<b>Area of Learning</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Relationships  Families and friendships	See EYFS Curriculum – Personal, Social, Emotional Development (ELG 06 – 08) and Understanding of the world (ELG 13-14)	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. <b>Think about people who care for them. E.g. parents, siblings, grandparents, relatives, friends and teachers.</b>  R2: To be able to identify the people who love and care for them and what they do to help them feel cared for. <b>Discuss the role of these different people play in</b>	Making friends: feeling lonely and getting help  R6: To know how people make friends and what makes a good, happy and secure friendship. <b>How to be a good friend, e.g. kindness, listening, honesty. Different ways that people meet and make friends.</b>  R7: To know how to recognise when they or someone else feels lonely and what to do. <b>How to recognise and ask for help, when they are feeling lonely or unhappy or to help someone else.</b>	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. <b>R1 &amp; R6 Circle time discussion</b>	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. <b>Circle time</b> 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.


		<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. 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 &amp; 18 Circle time</p> <p>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>R1 &amp; 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, blended families, foster parents);</p> <p>R3, R4, R5 &amp; R7</p>
--	--	--	---	---	--	--	---

							Check RE links
Key Vocabulary	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.	<p>Recognising privacy; staying safe; seeking permission.</p> <p>R10: I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. <b>Be nice to your friends – ‘words can be harmful’</b></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>Managing secrets; resisting pressure and getting help; Recognising hurtful behaviour.</p> <p>R11: I know how people may feel if they experience hurtful behaviour or bullying. 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. <b>Bullying including online. Different types of bullying.</b></p>	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>R19: I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R22: I know about privacy and personal boundaries; what is appropriate in friendships and wider relationships <b>NSPCC - safety</b>  (including online) R24: I know how to respond safely and appropriately to adults I may</p>	<p>Responding to hurtful behaviour, managing confidentiality; recognising risks online</p> <p>R20: I have some strategies to respond 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. R23: I know why someone may behave differently online, including pretending to be someone they are not; strategies for</p>	<p>Physical contact and feeling safe</p> <p>R9: I know how to recognise if family relationships are making me feel unhappy or unsafe and how to seek help or advice R25: I can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R26: I know about seeking and giving permission (consent) in different situations.</p>	<p>Recognising and managing pressure, consent in different situations</p> <p>R26: I know about seeking and giving permission (consent) in different situations R28: I can recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies to manage this. <b>Sex ed Day NSPCC - safety</b></p> <p>R29: I know where to get advice and report any concerns if I am</p>	

		<p><b>Body parts</b> R15: I know how to respond safely to adults I don't know. <b>Stranger danger</b> R16: I know how to respond if physical contact makes me feel uncomfortable or unsafe. <b>NSPCC - safety</b> R17: I understand there are situations when they should ask for permission and also when their permission should be sought.</p>	<p>R14: I know that sometimes people may behave differently online, including by pretending to be someone they are not.  R18: I understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) <b>NSPCC - safety</b>  R19: I know some basic techniques for resisting pressure to do something I don't want to do and may not be safe. R20: I know what to do if I feel unsafe or worried for myself or others; who to ask for help and what vocabulary to use when asking for help; to preserve until they are heard. <b>R18, R19 &amp; R20 Discussion about safety and who to talk to in or out of school. Flo, teacher, member of staff that they feel</b></p>	<p>encounter (in all contexts including online and those in authority) whom I do not know. <b>R21, R22 &amp; R24 Anti bullying day/week</b> R30: I know that my personal behaviour can affect other people; to recognise and model respectful behaviour online. <b>E safety</b></p>	<p>recognising risks, harmful content and contact; how to report concerns. <b>R20 &amp; R23 cross ref with online computing progression</b> 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. R28: I can recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies to manage this. <b>R27 &amp; R28 NSPCC Pants</b></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. <b>R9, R25, R26, R27 &amp; R29 NSPCC pants</b> 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) How to respond safely and appropriately to adults, and peer on peer abuse they may encounter (in all contexts, including online) To know how information and data are shared online. <b>E safety</b></p>	<p>worried about my own or someone else's personal safety (including online) I know how to ask for advice or help for myself or others and to keep trying until I am heard. <b>R 29 Anti bullying week.</b></p>
--	--	---	---	---	--	--	---



			comfortable talking to. Parent, uncle or aunt.				
Key Vocabulary		Hurt/hurtful, private, private body parts, (NSPCC Pants -Penis and vagina) touch, comfortable, uncomfortable, respond safely, (un)safe, permission,	Physical, verbal, social and cyber bullying.	Racial bullying,	Trolling, harassment, exclusion.	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	Physiological bullying, Gender, identity, LGBT+, genes, fertilise egg, embryo
Respecting ourselves and others.		How behaviour affects others; being polite and respectful.  R21: I know what kind and unkind behaviour is and how this can affect others. <b>Kindness</b>  R22: I know how to treat myself and others with respect; how to be polite and courteous. <b>Respect, class rules, sharing and being polite.</b>	Recognising things in common and differences; playing and working cooperatively; sharing opinions.  R23: I can recognise the ways in which I am the same and different to others. <b>Discuss how we are the same but different.</b> R24: I am able to listen to other people and play and work cooperatively. <b>How and why do we work together as a class/team.</b> R25: I know how to talk about and share	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.  R30: I know that my personal behaviour can affect other people; to recognise and model respectful behaviour online. <b>E safety</b> 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	Respecting differences and similarities; discussing differences sensitively  R32: I can respect the differences and 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	Responding respectfully to a wide range of people; recognising prejudice and discrimination  R20: I have some strategies to respond 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. <b>R20 Whole class discussion/experience</b> R21: I know about discrimination	Expressing opinions and respecting other points of view. Including discussing topical issues.  R30: I know that my personal behaviour can affect other people; to recognise and model respectful behaviour online. <b>R30 Anti bullying week</b> R34: I can discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. <b>R34 RE – debating topical issues</b>

			<p>my opinions on things that matter to me.  <b>Take part in a discussion listen to others and give reasons for their views.</b></p>	<p>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  <b>R 31 Anti-bullying week</b></p>	<p><b>Link to RE curriculum</b></p>	<p>including stereotypes; what it means and how to challenge it.  <b>R21 You tube clips lined to famous people talking about their experiences of discrimination and how they have overcome it.</b>  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; strategies to improve or support courteous, respectful relationships  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.  <b>R31 &amp; R33 Anti-bullying week</b></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.
----------------	--	--	------------	-------------------------------------	---	---------------------------	-------------------------------------

