

Relationships Education Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(1) Families and people who care for me.	Families are important for children growing up as they can give love, security and stability. *Explore belonging to different groups, e.g school, community. (R9) To identify their special people, what makes them special. Who are my special people and what makes them special?	The characteristics of a healthy family life, including in times of difficulty, protection and care for children, the importance of spending time together and sharing in each others lives. (R9) To identify how special people show love and care for one another, even during difficult times. How do my special people show me they care for me, even during difficult times?	Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (R4) To recognise different types of relationships including those between acquaintances, friends, relatives and families. What different relationships do I have in my life?	Other families, either in school or in the wider world, sometimes look different to their family but they should respect those differences and know that other children's families are also characterised by love and care. (R8) To identify and respect the differences and similarities between people. Are everyone's families the same as mine?	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (R3) To recognise ways in which relationships can be unhealthy and whom to talk to if they need support. Are all of my relationships good for me?	Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Legal age) (R5) To understand that civil partnerships and marriage are examples of a public demonstration of the commitment made by to people who love and care for each other. What are civil partnerships and marriages?
(2) Caring Friendships	How important friendships are	How people chose friends. (R9) To	Healthy friendships are	Characteristics of friendships	Most friendships have ups and	How to recognise who to trust and

Relationships Education
Progression of skills

	in making us feel happy and secure. (R9) To identify their special people, what makes them special. What do my friends do for me?	identify their special people, what makes them special. How did I choose my friends?	positive and welcoming towards others, and do not make others feel lonely or sad. (R13) To recognise different types of teasing and bullying and understand these are wrong and unacceptable. Would I like to feel lonely or sad?	(mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and support with problems and difficulties. (R2) To recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive and healthy relationships. What makes a good friend?	downs, these often can be worked out so that the friendship is repaired and even strengthened. Resorting to violence is never right. (R12) To develop strategies resolve disputes and conflicts through negotiation and appropriate compromise. How can I repair a friendship?	not to trust, to judge when a friendship is making them unhappy, managing conflict and how to manage these situations and to seek help or advice from others if needed. (R3) To recognise ways in which relationships can be unhealthy and whom to talk to if they need support. What shall I do if a friendship is making me unhappy?
(3) Respectful Relationships The conventions of courtesy and manners are	Practical steps that can be taken in a range of contexts to improve or	In school and in wider society they can expect to be treated with respect by others,	The importance of respecting others, even when they are different from	Different types of bullying, the impact of bullying, responsibilities	What a stereotype is and how stereotypes can be unfair, negative or destructive. (R16)	The importance of selfrespect and how this links to their own happiness. The

Relationships Education Progression of skills

<p>covered throughout school and celebrated with marvellous manners award.</p>	<p>support respectful relationships. (R8) To identify and respect the differences and similarities between people. How can I show respect in different situations?</p>	<p>and in turn they should show due respect to others, including those in position of authority. (L3) That people and other living things have rights and that everyone has responsibilities to protect those rights. If I respect others, will they respect me?</p>	<p>them (physically, in character, personality or background, different beliefs). (R10) To listen and respond respectfully to a wide range of people, to feel confident to raise concerns, to recognise and care about other people's feelings and if necessary constructively challenge others' points of view. How can I respect all people at all times?</p>	<p>of bystanders (reporting to an adult) and how to get help. (R14) To realise the nature and consequences of discrimination, teasing bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, 'trolling', how to respond and ask for help). What is bullying and am I responsible if I see it happening?</p>	<p>To recognise and challenge stereotypes. Can I challenge a stereotype?</p>	<p>importance of permission-seeking and giving in relationships with friends, peers and adults. (R21) To understand personal boundaries; to identify what they are willing to share with their most special people; friends/classmates and others; and that we all have rights to privacy. How can I respect myself?</p>
<p>(4) Being Safe All children will cover who to go to if they feel</p>	<p>That each person's body belongs to them and the</p>	<p>How to respond safely and appropriately to adults they may</p>	<p>About the concept of privacy and the implications of it</p>	<p>How to respond safely and appropriately to adults they may</p>	<p>What sorts of boundaries are appropriate in friendships with</p>	<p>How to recognise and report feelings of being unsafe or feeling</p>

Relationships Education
Progression of skills

<p>uncomfortable and how to ask for advice or help for themselves or others – during a whole school assembly.</p>	<p>difference between appropriate and inappropriate or unsafe physical, and other, contact. (Not keeping any secrets that make them uncomfortable or afraid). (R10) To judge what kind of physical contact is acceptable, comfortable or unacceptable and uncomfortable and how to respond. What is physical contact?</p>	<p>encounter (in all contexts) whom they do not know. – Stranger danger (H15) To recognise that they share a responsibility for keeping themselves and others safe, when to say “Yes... No..... I’ll ask... I’ll tell”. What do I do if I meet a stranger?</p>	<p>for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (R9) The concept of keeping something confidential or secret, when they should or should not agree to this and when it’s right to break confidence or share a secret. Should I always keep a secret, no matter what?</p>	<p>encounter (in all contexts, including online) whom they do not know. (H14) To recognise when they need help and to develop the skills to ask for help. Do I know you?</p>	<p>peers and others (including in digital context). (R21) To understand personal boundaries; to identify what they are willing to share with their special people and others. Rights to privacy. (H25) How to manage requests for images of themselves or others, what is appropriate to ask for or share, who to talk to if they feel uncomfortable. What are boundaries in my relationships?</p>	<p>bad about any adult. How to report concerns or abuse and the vocabulary and confidence needed to do so. (H23) About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. What can I do if me or someone I know feel unsafe?</p>
<p>(5) Online Relationships</p>	<p>How information and</p>	<p>The rules and principles for</p>	<p>That the same principles apply</p>	<p>That people sometimes</p>	<p>How to critically consider their</p>	<p>How to critically consider their</p>

Relationships Education Progression of skills

<p>(Internet Safety Day - rules or keeping safe online are recapped for all children).</p>	<p>data is shared online. SMART online rules (personal data – name, address, school). (H12) Rules for ways of keeping physically and emotionally safe including responsible use ICT and online safety. What is my personal data, and how can I keep it safe?</p>	<p>keeping safe online Searching for images safely, SMART online rules, passwords/parent permission. (H12) Rules for ways of keeping physically and emotionally safe including responsible use ICT and online safety. How can I find things I need safely on the internet?</p>	<p>to online relationships as face to face relationships, including the importance of respect for others – even when they are anonymous. (R2/12)To recognise what constitutes a positive, healthy relationship and develop skills to form and maintain them. (consequences of cyberbullying). How can I be respect people online?</p>	<p>behave differently online, including by pretending to be someone they're not. (Recognising risks/ harmful content and how to report) (H4) To recognise how images in the media (and online) do not always reflect reality. Are people always who they say they are?</p>	<p>online friendships and sources of information including awareness of the risks associated with people they have never met. (Pressure to behave in unacceptable/risky ways from friends/media) (H13) How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of online sources, including people they know and the media. What shall I do if someone is pressuring me to do something I don't want to do?</p>	<p>online friendships and sources of information including awareness of the risks associated with people they have never met. (Social Media) (L18) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; being careful what they forward to others. Is everything I see on social media true?</p>
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