

Me and My Relationships Year 1

| | |
|---|---|
| Recall | <p>What makes me special</p> <p>People close to me</p> <p>Getting help</p> |
| <p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements) DfE Statutory Guidance Categories: Relationships Education (Primary) By the end of primary school pupils should know:</p> | <p>Respectful relationships: 1, 2, 3</p> <p>Caring Friendships: 1, 2, 3, 4, 5</p> <p>Being safe: 5</p> <p>Mental wellbeing: 1, 2, 3, 4, 6, 7</p> |
| Prior Learning | <p>Share my feelings with others.</p> <p>Name people who can help me and describe how.</p> <p>Identify trusted adults.</p> <p>Help a friend if they are sad or worried.</p> |
| <p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p> | <p>Name different feelings and how they may make me behave.</p> <p>Suggest ways to deal with behaviour and how to help others.</p> <p>Recognise when I need help and who to ask.</p> <p>Listen to others and wait my turn.</p> <p>Tell you which trusted adults are at home and at school to keep me safe.</p> |
| Next steps | <p>Understand different ways to express our feelings.</p> <p>Express my feelings in a safe and controlled way.</p> <p>Tell some ways that I can get help.</p> <p>Tell someone how they are making me feel.</p> <p>Give lots of ideas about being what makes a good friend and how to be one.</p> |
| Key Vocabulary | <p>Rules. Safe. Responsibility, work together, listening, feelings, behaviour, body language, emotions, safe, support, heal, making up</p> |
| Teacher Assessment | <p>Do they use accurate vocabulary to describe feelings (beyond happy or sad)?</p> <p>Can they explain how their body is feeling (even if in their own way) e.g. butterflies in their tummy, heart racing, feeling hot, red cheeks.</p> <p>Do they talk about how their actions can effect people's feelings?</p> |

| | |
|-------------------------|--|
| | Can they begin to resolve conflict by talking or explaining. Can they name some key people who keep them safe/who to turn to for help? Do they show listening skills such as eye contact, still and calm body, responding to comments and questions? |
| Possible Misconceptions | |
| Class Teacher Notes | |

Me and My Relationships Year 2

| | |
|---|--|
| Recall | <p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p> |
| <p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p> <p>DfE Statutory Guidance Categories: Relationships Education (Primary)</p> <p>By the end of primary school pupils should know:</p> | <p>Respectful Relationships: 2, 3, 5, 6</p> <p>Mental Wellbeing: 2, 3, 9</p> <p>Caring Friendships: 1, 2, 3</p> |
| Prior Learning | <p>Name different feelings and how they may make me behave.</p> <p>Suggest ways to deal with behaviour and how to help others.</p> <p>Recognise when I need help and who to ask.</p> <p>Listen to others and wait my turn.</p> <p>Tell you which trusted adults are at home and at school to keep me safe.</p> |
| <p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p> | <p>Understand different ways to express our feelings.</p> <p>Express my feelings in a safe and controlled way.</p> <p>Tell you some ways that I can get help.</p> <p>Tell someone how they are making me feel.</p> <p>Give lots of ideas about being what makes a good friend and how to be one.</p> |
| Next steps | <p>Understand we have different ways to express our feelings.</p> <p>Collaborate with a team to achieve a goal.</p> <p>Accept I may not always agree with others.</p> <p>Listen and share my opinion respectfully.</p> <p>Say why my friends may fall out and how they can make up.</p> <p>Know how to look after my friends.</p> |
| Key Vocabulary | Happy, safe, caring, friendly, rules, feelings, help, friendship, bullying, repeated, teasing, regular |
| Teacher Assessment | <p>Do they show empathy towards other children when they are upset or angry?</p> <p>Do they behave appropriately around those who are showing signs of anger, frustrations or other heightened emotions? (e.g. leaving them alone, offering help, asking for an adult's assistance)</p> <p>Are they accurate in describing the behaviour of others? For example not over using the term 'bullying'</p> |

| | |
|-------------------------|--|
| | <p>Can they be independent in resolving conflict or explaining their feelings to others? Do they have positive relationships with a number of children in the class? Are they independent in these friendships and are they usually kind and respectful towards others? Are they confident to stand up for themselves without being aggressive or confrontational?</p> |
| Possible Misconceptions | |
| Class Teacher Notes | |

Me and My Relationships Year 3

| | |
|--|--|
| Recall | <p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p> |
| <p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p> <p>DfE Statutory Guidance</p> <p>Categories: Relationships Education (Primary)</p> <p>By the end of primary school pupils should know:</p> | <p>Internet safety and harms: 4</p> <p>Families and people who care for me: 2</p> <p>Caring Friendships: 1, 2, 3, 4, 5</p> <p>Respectful relationships: 1, 2, 3</p> <p>Mental wellbeing: 2, 3, 4</p> <p>Being safe: 4</p> |
| Prior Learning | <p>Understand different ways to express our feelings.</p> <p>Express my feelings in a safe and controlled way.</p> <p>Tell you some ways that I can get help.</p> <p>Tell someone how they are making me feel.</p> <p>Give lots of ideas about being what makes a good friend and how to be one.</p> |
| <p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p> | <p>Understand we have different ways to express our feelings.</p> <p>Collaborate with a team to achieve a goal.</p> <p>Accept I may not always agree with others.</p> <p>Listen and share my opinion respectfully.</p> <p>Say why my friends may fall out and how they can make up.</p> <p>Know how to look after my friends.</p> |
| Next steps | <p>Talk about how feelings change and be different to others.</p> <p>Read different emotions by a person's body language.</p> <p>Say 'no' calmly.</p> <p>Name strategies how to work as a team.</p> <p>Say what to do if I am, or a friend is hurt or bullied.</p> <p>Recognise the qualities of a healthy relationship</p> |
| Key Vocabulary | <p>Rules, safety, friendship, falling out, making up, compromise, conflict, point of view, cooperate, collaborative, strategies, calm, apologise, listen, making up, continuum, opinions, respectful, courteous, challenging, dare, persuade, feelings, responsibility, loss, care</p> |
| Teacher Assessment | <p>Do they use effective vocabulary when explaining how they are feeling?</p> <p>Are they able to self-regulate heightened emotions of anger or frustration?</p> <p>Do they take turns in listening and speaking during group activities?</p> <p>Are they confident to share their opinions, understanding and accepting that some may disagree with them?</p> |

| | |
|-------------------------|---|
| | Do they usually resolve disputes and arguments with their friends, seeking help when the situation gets more serious or bullying? |
| Possible Misconceptions | |
| Class Teacher Notes | |

Me and My Relationships Year 4

| | |
|--|---|
| Recall | <p>Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss</p> |
| <p>End Point Disciplinary Knowledge (National Curriculum Statements) DfE Statutory Guidance Categories: Relationships Education (Primary) By the end of primary school pupils should know:</p> | <p>Respectful Relationships: 1, 2, 3, 4, 5, 6 Caring Friendships: 2, 3, 4, 5 Mental wellbeing: 1, 2, 3, 4, 6, 7, 8 Healthy eating: 3 Online relationships: 1, 2 Internet safety and harms: 5</p> |
| Prior Learning | <p>Understand we have different ways to express our feelings. Collaborate with a team to achieve a goal. Accept I may not always agree with others. Listen and share my opinion respectfully. Say why my friends may fall out and how they can make up. Know how to look after my friends.</p> |
| <p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p> | <p>Talk about how feelings change and be different to others. Read different emotions by a person's body language. Say 'no' calmly. Name strategies how to work as a team. Say what to do if I am, or a friend is hurt or bullied. Recognise the qualities of a healthy relationship</p> |
| Next steps | <p>Talk about how feeling change and be different to others. Use strategies to resolve arguments or disagreements. Reflect on my behaviour and qualities. Be aware of the warning signs that a relationship is unsafe or unhealthy. Manage my emotional needs and any risks. Respond to emotions according to the situation and person.</p> |
| Key Vocabulary | <p>Collaborate, teamwork, respect, responsibilities, aggressive, rude, consequence, assertive, aggressive, negotiate, compromise, unhappy, devastated, miserable, distressed, lonely, ignored, isolated, abandoned, apologetic, regretful, remorseful, rueful, repentant, aching, sore, agonising, painful, happy, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified, terrified, bothered, body language, pressure, tease, bully, independent.</p> |

| | |
|-------------------------|--|
| Teacher Assessment | <p>Do they use a variety of vocabulary for different intensity of feelings. For example to describe anger they would use frustrated, cross, mad, fed up, irritated, annoyed.</p> <p>Do they have empathy towards others who react differently to a situation to themselves?</p> <p>Are they assertive when communicating their wants, needs and wishes?</p> <p>Do they work well in a group by listening, responding respectfully, remaining calm and including everyone?</p> <p>Are they aware of negative behaviours such as teasing, bullying, coercion, excluding others or discriminating.</p> <p>In friendship circles are they able to make positive/healthy choices without being pressured by others?</p> |
| Possible Misconceptions | |
| Class Teacher Notes | |

Me and My Relationships Year 5

| | |
|--|--|
| Recall | <p>Healthy relationships Listening to feelings Bullying Assertive skills</p> |
| <p>End Point Disciplinary Knowledge (National Curriculum Statements) DfE Statutory Guidance Categories: Relationships Education (Primary) By the end of primary school pupils should know:</p> | <p>Caring Friendships: 1, 2, 3, 4, 5 Online Relationships: 2, 3 Mental wellbeing: 1, 2, 3, 4, 8, 9, 10 Respectful relationships: 1, 3, 4, 5</p> |
| Prior Learning | <p>Talk about how feeling change and be different to others. Use strategies to resolve arguments or disagreements. Reflect on my behaviour and qualities. Be aware of the warning signs that a relationship is unsafe or unhealthy. Manage my emotional needs and any risks. Respond to emotions according to the situation and person.</p> |
| <p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p> | <p>Talk about how feeling change and be different to others. Use strategies to resolve arguments or disagreements. Reflect on my behaviour and qualities. Be aware of the warning signs that a relationship is unsafe or unhealthy. Manage my emotional needs and any risks. Respond to emotions according to the situation and person.</p> |
| Next steps | <p>Work through challenges that arise with friends. Give examples of negotiation and compromise. Know types of touch and know how to get help if someone experiences inappropriate or illegal touch. Use assertive behaviours to keep myself safe. Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> |
| Key Vocabulary | <p>Collaborate, negotiation, compromise, conflict, resolution, non-verbal, body language, insensitive, unhealthy relationship, physical abuse, verbal abuse, sexual abuse, uncomfortable, unsafe, emotions, emotional needs, assertive, passive, aggressive.</p> |
| Teacher Assessment | <p>Is their behaviour flexible in their response to feelings according to context. For example would they behave differently if someone cried after hurting themselves, to if someone cried after losing a game. Can they manage most disputes in their friendship circles? Can they compromise and negotiate with their friends? Do they usually work well with most children?</p> |

| | |
|-------------------------|---|
| | <p>Do they show awareness of the importance of respecting others, showing kindness, including others and allowing others to be individual?</p> <p>Do they have healthy relationships with their friends? Do they have time on their own as well as in groups?</p> <p>Do they express their wants, needs and desires by considering the needs of others, in a constructive way and without being aggressive?</p> |
| Possible Misconceptions | |
| Class Teacher Notes | |

Me and My Relationships Year 6

| | |
|---|--|
| Recall | <p>Feelings Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p> |
| <p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p> <p>DfE Statutory Guidance Categories: Relationships Education (Primary)</p> <p>By the end of primary school pupils should know:</p> | <p>Caring Friendships: 1, 2, 3, 4, 5</p> <p>Families and people that care for me: 1, 2, 3, 4, 5, 6</p> <p>Mental wellbeing: 1, 2, 3, 4</p> <p>Respectful Relationships: 1, 2, 4, 5, 6, 8</p> <p>Being safe: 3, 4, 5, 6, 7, 8</p> <p>Changing adolescent body: 1</p> |
| Prior Learning | <p>Talk about how feeling change and be different to others.</p> <p>Use strategies to resolve arguments or disagreements.</p> <p>Reflect on my behaviour and qualities.</p> <p>Be aware of the warning signs that a relationship is unsafe or unhealthy.</p> <p>Manage my emotional needs and any risks.</p> <p>Respond to emotions according to the situation and person.</p> |
| <p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p> | <p>Work through challenges that arise with friends.</p> <p>Give examples of negotiation and compromise.</p> <p>Know types of touch and know how to get help if someone experiences inappropriate or illegal touch.</p> <p>Use assertive behaviours to keep myself safe.</p> <p>Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> |
| Next steps | KS3 |
| Key Vocabulary | <p>Collaboration, teamwork, negotiation, compromise, balanced friendship, respectful, assertive, sensitive, thoughtful, response, resolution, peer pressure, marriage, civil partnership, forced marriage, illegal, inappropriate, appropriate.</p> |
| Teacher Assessment | <p>How are they amongst their friends and peers? Do they usually work through challenges? Do they interact/play with a variety of children? Do they have a healthy/close relationship with one or a small number of people?</p> <p>How do they work in group tasks or games? Do they cooperate with others? Do they use effective listening and communication skills?</p> <p>Do they practice consent and safe touch amongst their peers? Do they understand which parts of their body are private?</p> <p>Can they alter their behaviour and communication according to a group dynamic, task or circumstance?</p> <p>Do they show empathy to others who may behave differently to themselves or because of personal circumstance?</p> <p>Are they aware of their role in observing negative behaviour and the different ways to respond or behave?</p> |

| | |
|-------------------------|--|
| Possible Misconceptions | |
| Class Teacher Notes | |