

Year 1/2 - Relationships

What is the same and different about us?

Lessons

1. Can I name the main parts of boys' and girls' bodies?
2. Can I understand how to respect my own and other people's bodies?
3. Can I understand that we are all different and like different things?
4. Can I describe how I will change as I get older?
5. Can I describe how things might change and how it might make them feel?
6. Can I demonstrate what is the same and different about us?

Progression of Knowledge

- R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R16. About how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. About knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- R22. About how to treat themselves and others with respect; how to be polite and courteous
- R23. To recognise the ways in which they are the same and different to others
- R24. How to listen to other people and play and work cooperatively
- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change

Vocabulary

Touch, allowed, not allowed, help, physical, contact, private, protected, permission, secrets, surprises, safe, unsafe, respect, manners, same, different, listen, look, growing, changing, needs, vulva, vagina, penis, testicles

Year 3/4 – Relationships

How can we manage our feelings?

Lessons

1. Can I recognise which everyday things can affect feelings?
2. Can I notice how feelings change over time and intensity?
3. Can I recognise ways that I can express feelings?
4. Can I identify ways to manage feelings?
5. Can I know how to respond to feelings in different circumstances?
6. Can I explain how we can manage our feelings?

Progression of Knowledge

- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R18. 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
- R30. to recognise the importance of self-respect and how this can affect their thoughts 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
- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17. to recognise that feelings can change over time and range in intensity
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

Vocabulary

Support, lonely, excluded, strategies, online, offline, friendships support, seek, help, self-respect, physical health, mental health, feelings, emotions, community, groups, expression, conflicted, change, loss, transition

Year 5/6 – Relationships

How can friends communicate safely?

Lessons

1. Can I recognise the benefits of the internet and trustworthy information?
2. Can I identify how to use the internet and social media safely?
3. Can I know how to develop safe and healthy online relationships?
4. Can I know how to use social media responsibly?
5. Can I know what online bullying is and how to respond?
6. Can I demonstrate how friends can communicate safely?

Progression of Knowledge

- R12. 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
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R18. 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
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about 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
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R28. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- R29. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Vocabulary

Online, face-to-face, communication, offline, different, risk, communication, manage, peer influence, peer approval, unsafe, uncomfortable, support, privacy, personal boundaries, relationships, behaviour, appropriate, advice, report, concerns, respect, requests, inappropriate, content, screen time, balance, personal information, commercial, purpose, ranked, selected, targeted, share, distribution, manipulate, invent, reliability, sources, information, misinformation