

PROGRESSION: 5.RELATIONSHIPS (PSHE **SMSC**)



	YEAR 3 PLANNING	YEAR 4 PLANNING	YEAR 5 PLANNING	YEAR 6 PLANNING
THE CHILDREN WILL	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> revisit family relationships and identify the different expectations and roles that exist within the family home identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work look at careers and why stereotypes can be unfair in this context learn that families should be founded on love, respect, appreciation, trust and cooperation investigate the wants and needs of other children who are less fortunate 	<ul style="list-style-type: none"> explore jealousy and loss/ bereavement and identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes 	<ul style="list-style-type: none"> explore different relationships on different contexts and how to be safe within these (particularly WhatsApp use as a current issue in schools) 	<ul style="list-style-type: none"> explore the grief cycle and its various stages, and discuss the different causes of grief and loss learn about people who can try to control them or have power over them
	<ul style="list-style-type: none"> identify the responsibilities they have within their family understand they are connected to the global community in different ways identify similarities in children's rights around the world identify their own wants and needs and how these may be similar or different from other children in school and the global community empathise with people from other countries who may not have a fair job or are less fortunate 	<ul style="list-style-type: none"> identify feelings and emotions that accompany jealousy suggest positive strategies for managing jealousy identify people who are special to them and express why identify the feelings and emotions that accompany loss suggest strategies for managing loss tell you about someone they no longer see suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> Recognise different ways to keep safe in different contexts and how they feel about this (fear, resentment, anger, sadness, embarrassment etc) 	<ul style="list-style-type: none"> recognise when they are feeling grief and have strategies to manage them
	<ul style="list-style-type: none"> be reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced 	<ul style="list-style-type: none"> revisit skills of negotiation particularly to help manage a change in a relationship be taught that relationship endings can be amicable. 	<ul style="list-style-type: none"> learn about the importance of self-esteem and ways this can be boosted, including in an online context as well as offline, as mental health can be damaged by excessive comparison with others 	<ul style="list-style-type: none"> learn more about mental health and how to take care of their own mental well-being talk about communicating with friends and family in a positive and safe way
<ul style="list-style-type: none"> use Solve it together in a conflict 	<ul style="list-style-type: none"> Know their are different people who 	<ul style="list-style-type: none"> suggest strategies for building 	<ul style="list-style-type: none"> recognise that people can get 	

	<p>scenario and find a win-win outcome</p>	<p>can help in different situations</p> <ul style="list-style-type: none"> demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control 	<p>self-esteem of themselves and others</p> <ul style="list-style-type: none"> demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control 	<p>problems with their mental health and that it is nothing to be ashamed of</p> <ul style="list-style-type: none"> help themselves and others when worried about a mental health problem demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
	<ul style="list-style-type: none"> explore online relationships through gaming and apps and be introduced to some rules for staying safe online learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade 	<ul style="list-style-type: none"> learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe (in person and online) 	<ul style="list-style-type: none"> investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking learn about age limits and also age-appropriateness revisit pressure and influences are with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe be taught about grooming and how people online can pretend to be whoever they want revisit rights, responsibilities with an angle on technology use find ways to reduce their own screen time be more discerning when viewing anything online or on social media 	<ul style="list-style-type: none"> investigate online safety, learning how to judge if something is safe and helpful
	<ul style="list-style-type: none"> know how to access help if they are concerned about anything on social media or the internet 	<ul style="list-style-type: none"> identify when an online community/social media group feels risky, uncomfortable, or unsafe act on ending relationships in school when they are negative - handle emotions associated with this 	<ul style="list-style-type: none"> suggest strategies for staying safe online/ social media say how to report unsafe online/ social network activity identify when online games are safe or unsafe monitor and reduce screen time suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> resist pressure to do something online that might hurt themselves or others take responsibility for their own safety and well being

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
T	<ul style="list-style-type: none"> Know that different family members carry out different roles or have 	<ul style="list-style-type: none"> Know some reasons why people feel jealousy 	<ul style="list-style-type: none"> Know that a personality is made up of many different characteristics, 	<ul style="list-style-type: none"> Know that it is important to take care of their own mental health

A U G H T K N O W L E D G E	<p>different responsibilities within the family</p> <ul style="list-style-type: none"> • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe • Know that jealousy can be damaging to relationships • Know that memories can support us when we lose a special person or animal 	<p>qualities and attributes</p>	<ul style="list-style-type: none"> • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve
	<ul style="list-style-type: none"> • Know some strategies for keeping themselves safe online 	<ul style="list-style-type: none"> • Know some strategies for keeping themselves safe online • Know that there are rights and responsibilities when playing a game online 	<ul style="list-style-type: none"> • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family

British Values related to: Mutual Respect Tolerance Individual Liberty Rule of law

9 Protected Characteristics related to: Sex Sexual orientation Age