

KS1 PSHE Relationships Progression

| | | Reception | Year 1 | Year 2 |
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| Relationships | Autumn 1 | Roles of different people; how to make friends; staying safe; seeking permission; kind/unkind behaviour; how our behaviour affects others | Roles of different people; families; feeling cared for; recognising privacy; staying safe; seeking permission; Lesson 1 - Rights and Responsibilities <ul style="list-style-type: none"> Class Charter Every child has rights Different people have responsibilities to uphold those rights Lesson 2 Introduce what PSHE is and establish ground rules for PSHE R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for Lesson 3 R2. to identify the people who love and care for them and what they do to help them feel cared for (and how they can show those people they care) R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried Lesson 4 R3. about different types of families including those that may be different to their own R4. to identify common features of family life Lesson 5 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 Lesson 6 R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know Lesson 7 R17. about knowing there are situations when they should ask for permission and also when their permission should be sought | Making friends; feeling lonely and getting help; managing secrets; resisting pressure and getting help; recognising hurtful behaviour; Lesson 1 - Rights and Responsibilities <ul style="list-style-type: none"> Class Charter Every child has rights Different people have responsibilities to uphold those rights Lesson 2 Introduce what PSHE is and establish ground rules for PSHE R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do Lesson 3 R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy Lesson 4 R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe Lesson 5 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 Lesson 6 R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online Lesson 7 R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 |
| | Autumn 2 | Friendship how behaviour affects others; being polite and respectful Lesson 1 Re-establish ground rules R6. about how people make friends and what makes a good friendship R21. about what is kind and unkind behaviour, and how this can affect others Lesson 2 R8. simple strategies to resolve arguments between friends positively Lesson 3 R7. about how to recognise when they or someone else feels lonely and what to do Lesson 4 R9. how to ask for help if a friendship is making them feel unhappy Lesson 5 R22. about how to treat themselves and others with respect; how to be polite and courteous Lesson 6 R22. about how to treat themselves and others with respect; how to be polite and courteous | recognising similarities and differences; playing and working cooperatively; sharing opinions Lesson 1 Re-establish ground rules R21. about what is kind and unkind behaviour, and how this can affect others Lesson 2 R22. about how to treat themselves and others with respect; how to be polite and courteous Lesson 3 H21. to recognise what makes them special H22. to recognise the ways in which we are all unique Lesson 4 R23. to recognise the ways in which they are the same and different to others Lesson 5 R24. how to listen to other people and play and work cooperatively Lesson 6 R25. how to talk about and share their opinions on things that matter to them | |

KS2 PSHE Relationships Progression

| | | Year 3 | Year 4 | Year 5 | Year 6 |
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| Relationships | Autumn 1 | <p>What makes a family; features of family life Personal boundaries; safely responding to others; Lesson 1 - Rights and Responsibilities</p> <ul style="list-style-type: none"> • Class Charter • Every child has rights • Different people have responsibilities to uphold those rights <p>Lesson 2 Introduce what PSHE is and establish ground rules for PSHE R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) Lesson 3 R7. 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 R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another Lesson 4 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 R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Lesson 5 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); Lesson 6 R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Lesson 7 Review Learning</p> | <p>Positive friendships, including online recognising risks online managing confidentiality; Lesson 1 - Rights and Responsibilities</p> <ul style="list-style-type: none"> • Class Charter • Every child has rights • Different people have responsibilities to uphold those rights <p>Lesson 2 Introduce what PSHE is and establish ground rules for PSHE R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships Lesson 3 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 Lesson 4 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 Lesson 5 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 Lesson 6 R27. 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 R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Lesson 7 Review Learning</p> | <p>Managing friendships and peer influence Physical contact and feeling safe Lesson 1 - Rights and Responsibilities</p> <ul style="list-style-type: none"> • Class Charter • Every child has rights • Different people have responsibilities to uphold those rights <p>Lesson 2 Introduce what PSHE is and establish ground rules for PSHE R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing Lesson 3 R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely Lesson 4 R16. how friendships can change over time, about making new friends and the benefits of having different types of friends Lesson 5 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 Lesson 6 R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Lesson 7 Review Learning</p> | <p>Relationships; partnerships and marriage Recognising and managing pressure; consent in different situations Lesson 1 - Rights and Responsibilities</p> <ul style="list-style-type: none"> • Class Charter • Every child has rights • Different people have responsibilities to uphold those rights <p>Lesson 2 Introduce what PSHE is and establish ground rules for PSHE R2. that people may be attracted to someone emotionally and romantically; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different Lesson 3 R3. 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 Lesson 4 R4. 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 R5. 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 Lesson 5 R26. about seeking and giving permission (consent) in different situations Lesson 6 R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Lesson 7 Review Learning</p> |

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| | Autumn 2 | <p>the impact of hurtful behaviour Recognising respectful behaviour; importance of self-respect; courtesy and politeness Lesson 1 Re-establish ground rules R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online Lesson 2 R31. 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 Lesson 3 R31. 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 Lesson 4 R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour Lesson 5 R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background Lesson 6 Review Learning</p> | <p>Responding to hurtful behaviour Respecting differences and similarities; discussing difference sensitively Lesson 1 Re-establish ground rules R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online Lesson 2 R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour Lesson 3 R20. 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 Lesson 4 R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background Lesson 5 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Lesson 6 Review Learning</p> | <p>Responding respectfully to a range of people; recognising prejudice and discrimination Lesson 1 Re-establish ground rules R21. about discrimination: what it means and how to challenge it Lesson 2 R21. about discrimination: what it means and how to challenge it Lesson 3 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Lesson 4 R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with Lesson 5 Debate Lesson 6 Review Learning</p> | <p>Expressing opinions and respecting other points of view, including discussing topical issues Lesson 1 Re-establish ground rules R31. 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 Lesson 2 R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background Lesson 3 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Lesson 4 R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with Lesson 5 Debate Lesson 6 Review Learning</p> |
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