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| Progression of skills and knowledge – FAMILIES AND RELATIONSHIPS | | | | | | |
| Sub-strand | Year 1 | | Year 2 | | Year 3 | |
| Skills | Knowledge | Skills | Knowledge | Skills | Knowledge |
| Family | I can explore how families are different to each other | I understand that families look after us.  I know some words to describe how people are related (eg. aunty, cousin).  I know that some information about me and my family is personal. | I can understand ways to show respect for different families.  I can understand that families offer love, care and support | I know that families can be made up of different people.  I know that families may be different to my family | I know that problems can occur in families and that there is help available if needed. | I know that I can talk to trusted adults or services such as Child line if I experience family problems |
| Friendships | I can explore how friendship problems can be overcome.  I can explore friendly behaviours. | I understand some characteristics of a positive friendship.  I understand that friendships can have problems but that these can be overcome. | I can understand difficulties in friendships and discussing action that can be taken. | I know some problems which might happen in friendships.  I know that some problems in friendships might be more serious and need addressing. | I can explore ways to resolve friendship problems.  I am developing an understanding of the impact of bullying and what to do if bullying occurs | I know that bullying can be physical or verbal.  I know that bullying is repeated, not a one off event.  I know that violence is never the right way to solve a friendship problem |
| Respectful relationships | I recognise how other people show their feelings.  I can Identify ways we can care for others when they are sad.  I can explore the ability to successfully work with different people. | I know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only | I can learn how other people show their feelings and how to respond to them.  I can explore the conventions of manners in different situations | I know some ways people show their feelings. To understand what good manners are.  I understand some stereotypes related to jobs. | I can identify who I can trust.  I know about the effects of non verbal communication.  I know the negative impact of stereotyping | I know that trust is being able to rely on someone and it is an important part of relationships.  I know the signs of a good listener.  I understand that there are similarities and differences between people. To understand some stereotypes related to age |
| Change and loss | n/a | n/a | I can explore how loss and change can affect us. | I know that there are ways we can remember people or events | n/a | n/a |
| Key Vocab | Behaviour, care, emotions, growth mind-set, feelings, friend, friendly, problem, stereotypes. | | Emotions, family, feelings, friendships, love, manners, respect, stereotypes | | Bullying, communicate, empathy, open questions, similar, stereotypes, sympathy, trust | |

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|  | Year 4 | | Year 5 | | Year 6 | |
|  | Skills | Knowledge | Skills | Knowledge | Skills | Knowledge |
| Family | I can use respectful language to discuss different families. | I know that families are varied in the UK and across the world. | I can identify ways families might make children feel unhappy or unsafe. | I know that marriage is a legal commitment and is a choice people can make.  I know that if I have a problem, I can call ChildLine on 0800 1111. | n/a | n/a |
| Friendships | I can explore physical and emotional boundaries in friendships. | I know the different roles related to bullying including victim, bully and bystander.  I know that everyone has the right to decide what happens to their body | I can explore the impact that bullying might have.  I can explore issues which might be encountered in friendships and how these might impact the friendship | I know what attributes and skills make a good friend.  I understand what might lead to someone bullying others.  I know what action a bystander can take when they see bullying | I can identify ways to resolve conflict through negotiation and compromise. | I know that a conflict is a disagreement or argument and can occur in friendships.  I understand the concepts of negotiation and compromise |
| Respectful relationships | I can explore how my actions and behaviour can affect other people. | I understand the courtesy and manners which are expected in different scenarios.  I understand some stereotypes related to disability | I can explore and questioning the assumptions we make about people based on how they look.  I can explore our positive attributes and being proud of these (self-respect). | I understand that positive attributes are the good qualities that someone has.  I know that stereotypes can be unfair, negative and destructive.  I know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. | I can discuss how and why respect is an important part of relationships.  I can identify ways to challenge stereotypes. | I know what respect is.  I understand that everyone deserves respect but respect can be lost.  I know that stereotypes can lead to bullying and discrimination |
| Change and loss | I can discuss how to help someone who has experienced a bereavement. | I know that bereavement describes the feeling someone might have after someone dies or another big change in their lives | n/a | n/a | I can explore the process of grief and understanding that it is different for different people. | I understand that loss and change can cause a range of emotions.  I know that grief is the process people go through when someone close to them dies |
| Key Vocab | Authority, bereavement, bullying, bystander, manners, permission, respect, stereotypes | | Attributes, bullying, bystander, cyber bullying, marriage, secret, wedding | | Conflict, earn, authority, grieving, resolve, respect, stereotype | |