

Me and My Relationships N to Y6

Nursery Key themes Feelings Special people		Reception/P1 Key Themes Feelings Getting help			Y1/P2 Key themes Feelings Getting help Classroom rules			Y2/P3 Key themes Feelings/self-regulation Being a good friend Bullying and teasing Our school rules about bullying			Y3/P4 Key themes Cooperation Friendships			Y4/P5 Key themes Recognising feelings Bullying Assertive skills			Y5/P6 Key themes Feelings Friendship skills, including compromise. Assertive skills			Y6/P7 Key themes Cooperation Assertiveness Safe/unsafe touches		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions		
1. Recognise that we are unique.	I can share my feelings with others.	In a conflict, can they use words that describe a feeling?	1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.	1. Describe different feelings and how they can make our bodies feel.	1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.	Do they use accurate vocabulary to describe feelings (beyond happy or sad)?	1. To know that feelings can be different.	I can communicate my feelings and use this to try to manage my emotions.	Do they use effective vocabulary when explaining how they are feeling?	1. To know that feelings can vary by knowing that feelings change and be different for others.	I can talk about how feelings change and be different for others.	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.	1. To learn characteristics and skills in assertiveness	I can be assertive to keep myself happy, healthy and safe.	Is their behaviour flexible in their response to feelings according to context. For example would they differently if someone cried after hurting themselves, or if someone cried after losing a game.	1. To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.	1. To learn characteristics and skills in assertiveness	I can be assertive to keep myself happy, healthy and safe.	Is their behaviour flexible in their response to feelings according to context. For example would they differently if someone cried after hurting themselves, or if someone cried after losing a game.	
2. Describe different feelings and use this to manage relationships.	I can name the strengths people in my life (including those who look after me).	Are they able to name appropriate people to speak to about their feelings and emotions?	2. Name special people in their lives.	I can name people who help me and describe ways to help others.	Do they ask trusted adults for help with their emotions or conflicts?	2. To identify different feelings of others.	I can express my feelings in a safe, controlled way.	Do they behave appropriately around those who are showing signs of anger or frustration or other heightened emotions? (e.g. leaving them alone, offering help, asking for an adult's assistance)	2. To know and understand the qualities of a 'positive, healthy relationship'	I can read different emotions by a person's body language.	Do they have empathy towards others who react differently to a situation to themselves?	2. To apply their collaborative skills to friendships and assertiveness.	I can use strategies to resolve arguments or disagreements.	Can they manage most disputes in their friendships? Can they compromise and negotiate with a friend about their friends?	2. To practice and use strategies in compromise and negotiation within a collaborative task or activity.	I can give examples of negotiation and compromise. I can use these skills in practical situations.	How do they work in groups? Are they good at listening to others? Do they cooperate with others? Do they use effective listening and communication skills?	2. To practice and use strategies in compromise and negotiation within a collaborative task or activity.	I can give examples of negotiation and compromise. I can use these skills in practical situations.	How do they work in groups? Are they good at listening to others? Do they cooperate with others? Do they use effective listening and communication skills?		
3. Understand that every family is different and love and care for one another.	I can talk about what my strengths are (what I'm good at) and what I enjoy.	Do they seek help from others when upset, scared or worried?	3. Describe different feelings	I can talk about feelings and what can cause them.	Can they self-regulate and/or use strategies when upset or angry? Do they recognise when they may need to do something to help their emotions?	3. To recognise the differences between bullying, unkind behaviour or teasing.	I can accept I may not always agree with others.	Do they take turns in listening and speaking during group activities?	3. To know when it's appropriate to say no and how.	I can say 'no' in a calm and controlled way.	Are they assertive when their wants, needs and wishes?	3. To learn ways to resolve conflict in an assertive, calm and fair manner.	I can reflect on my behaviour, attitudes and qualities.	Do they usually work well with most children?	3. To consider the types of touch that are safe, legal and that I am comfortable with.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	Do they practice consent and safe touch amongst their peers? Do they understand which parts of their body are private?	3. To learn ways to resolve conflict in an assertive, calm and fair manner.	I can reflect on my behaviour, attitudes and qualities.	Do they usually work well with most children?	3. To consider the types of touch that are safe, legal and that I am comfortable with.	
	Do they speak positively about their abilities and attributes?	4. Identify who can help others if they are sad, worried or scared.	4. Identify who can help others if they are sad, worried or scared.	I can tell you which trusted adults I can ask for help.	Can they ask trusted adults for help with their emotions or conflicts?	4. To recognise the special qualities of family and friends.	I can listen to others and tell my mum to talk or explain.	Can they begin to resolve conflict by talking or explaining.	4. To learn strategies to deal with conflict and how to get help if they are upset.	I can tell someone how I am feeling and how they are making me feel.	Can they be independent in resolving conflict or explaining their feelings to others?	4. To identify what things make a relationship unhealthy and who to talk to if they need help.	I am aware of the qualities of a healthy relationship that a relationship could be unhealthy or unsafe.	Do they show the variety in behaviour and recognise peer influence or pressured behaviour?	4. To name assertive behaviours and recognise peer influence or pressured behaviour.	Do they show the variety in behaviour and recognise peer influence or pressured behaviour?	Can they alter their behaviour and communication according to a group dynamic or circumstance?	4. To know the qualities of a healthy relationship.	Do they work well in a group by listening, respecting respectfully, remaining calm and including everyone?	4. To identify what things make a relationship unhealthy and who to talk to if they need help.	I am aware of the qualities of a healthy relationship that a relationship could be unhealthy or unsafe.	
	Are they interested in the families of others and sensitive to their differences?	5. Identify ways to help others or themselves if they are sad or worried.	5. Identify ways to help others or themselves if they are sad or worried.	I can help a friend if they are sad or worried.	How do they self-regulate their behaviour? Do they have any strategies to deal with difficult or challenging emotions?	5. To recognise why friendships may fall out and how to resolve issues.	I can say why friends may fall out and how they can make up.	Do they usually resolve disputes and arguments with their friends, seeking help when the situation gets more serious or bullying?	5. To recognise bullying or pressured behaviour.	Are they aware of negative behaviours such as teasing, bullying, coercion, excluding others or discriminating.	Are they aware of negative behaviours such as teasing, bullying, coercion, excluding others or discriminating.	5. To recognise emotional needs according to circumstance and any risk factors that could affect them.	I can manage my emotional needs and any risks to them on their own as well as in groups?	5. To be aware of the variety in behaviour and recognise peer influence or pressured behaviour.	5. To explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	Do they show empathy towards others who may behave differently to them because of personal circumstance?	5. To be aware of the variety in behaviour and recognise peer influence or pressured behaviour.	Are they confident to stand up for themselves without being aggressive or confrontational?	I know how to look after my friends and stay friends.	5. To be aware of the variety in behaviour and recognise peer influence or pressured behaviour.	Are they confident to stand up for themselves without being aggressive or confrontational?	
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Valuing Difference N to Y6

Nursery Key themes Recognising similarities and differences. Caring for others			Reception/P1 Key Themes Recognising and respecting difference. Being kind and caring			Y1/P2 Key Themes Recognising, valuing and celebrating difference Developing tolerance			Y2/P3 Key Themes Being kind and helping others Listening Skills			Y3/P4 Key themes Recognising and respecting diversity Being respectful and tolerant			Y4/P5 Key Themes Recognising and celebrating difference (including religions and cultures) Understanding and challenging stereotypes			Y5/P6 Key Themes Celebrating difference (including religions and cultures) Influence and pressure of social media			Y6/P7 Key Themes Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour							
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions								
1. Recognise that there are differences and similarities between themselves	I can tell you how I am the same or different to my friend.	Do they play with a variety of different children?	1. Be sensitive towards others and celebrate what makes each person unique.	I can celebrate our differences.	Do they show respect if others have different interests, beliefs or ways of playing?	1. To identify differences and similarities between people.	I can say ways in which people are similar as well as different.	Do they value their differences? Do they play with different children according to their interests and their interests?	1. Recognise that there are many different types of families.	I can give examples of different types of family.	Do they have a good understanding of their own and family traditions?	1. To identify different origins, national, regional, ethnic and religious backgrounds	I can say how different people are different to them?	Are they aware of conflicts in the world regarding religion or race? Could they tell you what they can learn from those who are different to them?	1. To describe the benefits of living in a diverse society	I can give examples of different cultures and positive things about having these differences.	Can they tell you what they think is a diverse world opportunity?	1. To recognise that there are differences between people.	I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this using examples.	Can they tell you what they think is a diverse world opportunity?	2. To know that all people are unique but that we have far more in common with each other than what is different.	2. To know that all people are unique but that we have far more in common with each other than what is different.						
2. Celebrate their friends and include them	I can tell you something good about being different.	Are they interested in playing with different small world characters or resources.	2. Recognise that we can have things in common with others.	I can talk about my family life.	Consider the language they use about children different to them (either in their school/community or in books)	2. To recognise that everyone is different and will have different thoughts and ideas.	Do they say why things sometimes seem unfair even if they are not to their liking?	2. Recognise and explain how a person's behaviour can affect other people.	2. Identify the different communities that they belong to.	Can they explain what changes? Can they explain what has happened? Can the explain the emotions involved?	Are they aware when someone's behaviour changes? Can they explain what has happened? Can the explain the emotions involved?	2. To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	Do they go good at playing games and accepting loss or defeat? Can they make a suggestion in a group to that all parties are happy? Will they accept when their ideas are not chosen?	2. To develop an understanding of discrimination and its injustice, and describe this using examples.	I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this using examples.	Can they explain how to be respectful to those who are different to them? Could they explain how someone may feel or react if they are discriminated against?	2. To know that all people are unique but that we have far more in common with each other than what is different.	2. To know that all people are unique but that we have far more in common with each other than what is different.	2. To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	Do they go good at playing games and accepting loss or defeat? Can they make a suggestion in a group to that all parties are happy? Will they accept when their ideas are not chosen?	2. To develop an understanding of discrimination and its injustice, and describe this using examples.	I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this using examples.	Can they explain how to be respectful to those who are different to them? Could they explain how someone may feel or react if they are discriminated against?					
3. Understand people have different cultures and opinions	I can be kind and help my friends.	Do they offer help if they see a friend in need?	3. Use speaking and listening skills to learn about the lives of their peers.	I can listen and be polite to what others tell me about their lives.	Do they follow your expectations on showing respect to those who are different?	3. To celebrate and begin to show empathy for those who are different.	I can talk about what bullying is.	Can they understand that people may not always agree or like the same things.	3. To learn ways of showing respect through language and communication.	Have they supported you in making and following class or school rules? Do they treat everyone equally with regards to working/playing together or speaking with?	3. To recognise potential consequences of aggressive behaviour and compromise.	I can suggest strategies for dealing with someone who is behaving aggressively.	Do they understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	3. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	Are they aware of conflicts in the world regarding religion or race? Could they tell you what they can learn from those who are different to them?	3. To understand and give reasons for why some people show prejudice and behaviour and sometimes bully for the reason.	I can reflect on and give reasons for why some people show prejudice and behaviour and sometimes bully for the reason.	3. To learn ways of showing respect through language and communication.	Have they supported you in making and following class or school rules? Do they treat everyone equally with regards to working/playing together or speaking with?	3. To recognise potential consequences of aggressive behaviour and compromise.	I can suggest strategies for dealing with someone who is behaving aggressively.	Do they understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	3. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	Are they aware of conflicts in the world regarding religion or race? Could they tell you what they can learn from those who are different to them?	3. To understand and give reasons for why some people show prejudice and behaviour and sometimes bully for the reason.	I can reflect on and give reasons for why some people show prejudice and behaviour and sometimes bully for the reason.
	Do they tell an adult if another child is in trouble or hurt.	4. Show the importance of showing care and respect towards others.	4. Show the importance of showing care and respect towards others.	I can be kind, caring and helpful to others.	Do they offer help if they see a friend in need? Do they respect those who are different to them?	4. To identify those who are special to them (and their special qualities).	I can say ways to show kindness towards others.	Can they notice when a friend might need their help or kindness shown towards them?	4. Explain how it feels to be part of a group and left out of a group.	Can they invite children to join their play? Are they confident to ask to join in?	4. To define the word respect.	I can demonstrate ways of showing respect to others.	4. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	4. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	I can explain how to be respectful to those who are different to them? Could they explain how someone may feel or react if they are discriminated against?	4. To define what the term stereotype.	Can they describe how empathy can help people to be more accepting? Can they describe how someone may feel or react if they are discriminated against?	4. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	4. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	4. Explain how it feels to be part of a group and left out of a group.	Can they invite children to join their play? Are they confident to ask to join in?	4. To define the word respect.	I can demonstrate ways of showing respect to others.	4. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	4. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	I can explain how to be respectful to those who are different to them? Could they explain how someone may feel or react if they are discriminated against?	4. To define what the term stereotype.	Can they describe how empathy can help people to be more accepting? Can they describe how someone may feel or react if they are discriminated against?
	Can they tell you about their faith, family backgrounds, traditions or lifestyles?	5. Demonstrate skills in building friendships and cooperation.	5. Demonstrate skills in building friendships and cooperation.	I can show good listening.	Do they show interest in how others are different to them? Do they respect those who are different to them?	5. To identify ways in which we can show kindness towards others and how that makes them feel.	Do they show interest in how others are different to them? Do they respect those who are different to them?	5. To recognise and talk about acts of kindness towards those who impact others.	5. To recognise and talk about acts of kindness towards those who impact others.	What do other children say about them? Do they know how their behaviour towards others? Do they have close friends that they care for? Are they caring towards their siblings if they have any?	5. To understand social media stereotypes and how they are promoted in the media.	I can explain why it's important to challenge stereotypes and how this can be applied to me or others.	5. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	5. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	I can explain how to be respectful to those who are different to them? Could they explain how someone may feel or react if they are discriminated against?	5. To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.	I can reflect on how individual/group actions can impact on others in a positive or negative way.	5. To describe different types of friendships and relationships and their different positive qualities.	5. To recognise and talk about acts of kindness towards those who impact others.	What do other children say about them? Do they know how their behaviour towards others? Do they have close friends that they care for? Are they caring towards their siblings if they have any?	5. To understand social media stereotypes and how they are promoted in the media.	I can explain why it's important to challenge stereotypes and how this can be applied to me or others.	5. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	5. To understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	I can explain how to be respectful to those who are different to them? Could they explain how someone may feel or react if they are discriminated against?	5. To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.	I can reflect on how individual/group actions can impact on others in a positive or negative way.	5. To describe different types of friendships and relationships and their different positive qualities.

