

## PSHE Progression of Skills and Key Vocabulary - Relationships - Healthy Relationships

### Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.

Healthy Relationships - KS1			
Year Group	Year R	Year 1	Year 2
<b>Healthy Relationships</b>	<p>To learn about family</p> <ul style="list-style-type: none"> <li>- What makes a family?</li> <li>- What is their family like?</li> </ul> <p>To learn about friendships</p> <ul style="list-style-type: none"> <li>- How to treat friends</li> <li>- What are friends?</li> </ul>	<p>To learn the difference between secrets and nice surprises</p> <ul style="list-style-type: none"> <li>- What is meant by 'secret'</li> <li>- Explain what a surprise is</li> <li>- Who to talk to if worried</li> </ul> <p>To learn to listen to other people and play cooperatively</p> <ul style="list-style-type: none"> <li>- Listening and being listened to</li> <li>- Demonstrate cooperative play</li> </ul> <p>To be able to identify their special people</p> <ul style="list-style-type: none"> <li>- How do we care for each other?</li> <li>- Describe ways that makes them special</li> </ul> <p>To be able to judge what kind of physical contact is acceptable</p> <ul style="list-style-type: none"> <li>- Types of touch</li> <li>- Feelings</li> <li>- Choice</li> </ul> <p>To learn that there are different types of teasing and bullying</p> <ul style="list-style-type: none"> <li>- What is bullying?</li> <li>- Who to go to for help</li> <li>- School rules</li> </ul>	<p>To learn the difference between secrets and nice surprises</p> <ul style="list-style-type: none"> <li>- Share ideas and thoughts of others</li> <li>- Take part in simple debate</li> </ul> <p>To learn to listen to other people and play cooperatively</p> <ul style="list-style-type: none"> <li>- Describe and demonstrate strategies to solve arguments</li> <li>- Identify support</li> </ul> <p>To be able to explain who their special people are</p> <ul style="list-style-type: none"> <li>- Describe the different ways that people care for each other</li> </ul> <p>To be able to judge what kind of physical contact is acceptable</p> <ul style="list-style-type: none"> <li>- Explain the importance of telling adults</li> <li>- Describe the feelings associated with uncomfortable touch</li> </ul> <p>To learn that there are different types of teasing and bullying</p> <ul style="list-style-type: none"> <li>- Strategies</li> <li>- Experiences</li> <li>- Witness</li> </ul>
<b>Specific Vocab</b>	Family, friends, mum, dad, grandmother, grandfather, friends, cousins, auntie, uncle, sibling, brother, sister	secrets, surprises, safety, cooperating, resolving arguments, physical contact, touch, acceptable, unacceptable, special people, caring	secrets, surprises, safety, cooperating, resolving arguments, physical contact, touch, acceptable, unacceptable, special people, caring, debate, viewpoints, opinions, facts
<b>National</b>	<b>EYFS</b>	<b>Key Stage 1 - Healthy Relationships</b>	

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<b>Curriculum End of Key Stage Aims</b>	<p><i>UW: PC 40-60m</i></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>
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Healthy Relationships - KS2				
Year group	Year 3	Year 4	Year 5	Year 6
<b>Healthy Relationships</b>	<p>To recognise what constitutes a positive, healthy relationship</p> <ul style="list-style-type: none"> <li>- <b>Types of relationships</b></li> <li>- <b>Identify friendships (good and bad)</b></li> </ul>	<p>To be able to recognise and respond appropriately to a wide range of feelings in others</p> <ul style="list-style-type: none"> <li>- <b>Relationships</b></li> <li>- <b>Maintaining relationships</b></li> </ul>	<p>To recognise what constitutes a positive, healthy relationship</p> <ul style="list-style-type: none"> <li>- <b>Types of relationships and families</b></li> <li>- <b>Changes in relationships</b></li> </ul> <p>To recognise ways in which a relationship</p>	<p>To be able to explain the different types of relationships</p> <ul style="list-style-type: none"> <li>- <b>Changes</b></li> <li>- <b>Emotional and physical sense</b></li> </ul> <p>To recognise ways in which a relationship can</p>

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	<p>To learn that their actions affect themselves and others</p> <ul style="list-style-type: none"> <li>- <b>Positively and negatively</b></li> <li>- <b>'Think before we act'</b></li> </ul> <p>To be able to judge what kind of physical contact is acceptable or unacceptable</p> <ul style="list-style-type: none"> <li>- <b>Physical contact</b></li> <li>- <b>Talking to someone about worries</b></li> <li>- <b>Body space</b></li> </ul> <p>To be able to work collaboratively towards shared goals</p> <ul style="list-style-type: none"> <li>- <b>Describe the meaning 'shared goals'</b></li> <li>- <b>Skills</b></li> <li>- <b>Attributes</b></li> </ul> <p>To develop strategies to solve disputes and conflict</p> <ul style="list-style-type: none"> <li>- <b>Feeling associated</b></li> <li>- <b>Feedback and support</b></li> <li>- <b>Avoidance</b></li> </ul> <p>To understand personal boundaries</p> <ul style="list-style-type: none"> <li>- <b>Sharing with others (information)</b></li> <li>- <b>Privacy</b></li> <li>- <b>Respect</b></li> </ul>	<p>To be able to explain that their actions affect themselves and others</p> <ul style="list-style-type: none"> <li>- <b>Positively and negatively</b></li> <li>- <b>'Think before we act'</b></li> </ul> <p>To be able to explain what kind of physical contact is acceptable or unacceptable</p> <ul style="list-style-type: none"> <li>- <b>Physical contact</b></li> <li>- <b>Talking to someone about worries</b></li> <li>- <b>Body space</b></li> </ul> <p>To be able to work collaboratively towards shared goals</p> <ul style="list-style-type: none"> <li>- <b>Disagreements</b></li> <li>- <b>Practical steps</b></li> </ul> <p>To develop strategies to solve disputes and conflict</p> <ul style="list-style-type: none"> <li>- <b>Negotiate</b></li> <li>- <b>Comparing strategies</b></li> </ul> <p>To explain personal boundaries</p> <ul style="list-style-type: none"> <li>- <b>Sharing with others (information)</b></li> <li>- <b>Privacy</b></li> <li>- <b>Respect</b></li> </ul>	<p>can be unhealthy</p> <ul style="list-style-type: none"> <li>- <b>Where to find support</b></li> <li>- <b>Safe and happy relationships</b></li> <li>- <b>Pressure</b></li> </ul> <p>To understand civil partnerships and marriage</p> <ul style="list-style-type: none"> <li>- <b>Commitments</b></li> <li>- <b>Public demonstration</b></li> <li>- <b>Forced marriage</b></li> </ul> <p>To be able to explain that their actions affect themselves and others</p> <ul style="list-style-type: none"> <li>- <b>Positively and negatively</b></li> <li>- <b>'Think before we act'</b></li> </ul> <p>To be able to explain and recognise appropriate and inappropriate contact</p> <ul style="list-style-type: none"> <li>- <b>Physical contact</b></li> <li>- <b>Talking to someone about worries</b></li> <li>- <b>Body space</b></li> </ul> <p>To be able to listen and respond respectfully to a wide range of people</p> <ul style="list-style-type: none"> <li>- <b>Emergency procedures</b></li> <li>- <b>Help during an emergency</b></li> </ul> <p>To develop strategies to solve disputes and conflict</p> <ul style="list-style-type: none"> <li>- <b>Negotiate</b></li> <li>- <b>Comparing strategies</b></li> </ul> <p>To explain personal boundaries</p> <ul style="list-style-type: none"> <li>- <b>Sharing with others (information)</b></li> <li>- <b>Privacy</b></li> <li>- <b>Respect</b></li> </ul>	<p>be unhealthy</p> <ul style="list-style-type: none"> <li>- <b>Where to find support</b></li> <li>- <b>Safe and happy relationships</b></li> <li>- <b>Pressure</b></li> </ul> <p>To be able to explain civil partnerships and marriage</p> <ul style="list-style-type: none"> <li>- <b>Commitments</b></li> <li>- <b>Public demonstration</b></li> <li>- <b>Forced marriage</b></li> </ul> <p>To develop strategies to solve disputes and conflict</p> <ul style="list-style-type: none"> <li>- <b>Negotiate</b></li> <li>- <b>Comparing strategies</b></li> </ul> <p>To be able to explain personal boundaries and the right to privacy</p> <ul style="list-style-type: none"> <li>- <b>Secrets</b></li> <li>- <b>No guaranteed safety</b></li> </ul>
<b>Specific Vocab</b>	friendships, families, couples, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable,	friendships, families, couples, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, collaborative	Committed loving relationships, civil partnerships, marriage, friendships, families, couples, positive relationships, relationships, unhealthy, pressure,	Committed loving relationships, civil partnerships, marriage, friendships, families, couples, positive relationships, relationships, unhealthy, pressure, disputes, conflict,

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<b>National Curriculum End of Key Stage Aims - KS2</b>				
	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and</p>	<p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into</p>

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			<p>care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>marriage and to know how to get support for them self or others</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>
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