



# RELATIONSHIP CURRICULUM PROGRESSION

	FAMILY	FRIENDSHIP	ANTI-BULLYNG	GOOD BOUNDARIES	RELATIONSHIPS & MARRIAGE
KS2	<p>Explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another.</p> <p>Discuss and evaluate the different ways that they show appreciation to those who care for them.</p> <p>Explain why it is important to recognise and respect different types of family structure.</p> <p>Demonstrate they recognise shared characteristics of healthy family life.</p> <p>Explain how to recognise if family relationships are making them feel unhappy or unsafe; show that they know how to seek help or advice.</p>	<p>Describe what makes a good friendship.</p> <p>Explain why it is important to welcome people and to make efforts to understand people who are different to them.</p> <p>Talk about the ways in which friends can cope when they fall-out.</p> <p>Give examples of how someone can think carefully of the needs and preferences of the other person.</p> <p>Describe what it means to have high expectations in friendships; list some of the behaviours that should never be acceptable.</p>	<p>Show understanding about the different types of bullying.</p> <p>Describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</p> <p>Explain what stereotyping is and how bullying can be damaging for someone.</p> <p>Explain how people can keep themselves safe and ask for help.</p> <p>Describe how not to be a bystander when someone else is bullied.</p> <p>Explain how to report bullying and support someone who has suffered unkindness.</p>	<p>Explain what right and wrong touching is.</p> <p>Show an understanding of what is appropriate behaviour in private and in public.</p> <p>Explain what a bad secret is like and how to get help.</p>	<p>Explain that marriage is a formal and legal commitment which is intended to be lifelong.</p> <p>Explain the benefits of strong life-long relationships.</p> <p>Explain the significance of special ceremonies and rituals of promises that mark marriage.</p>
KS1	<p>Talk about people who care for them and give them love, and the things that they do to share that care.</p> <p>Show they understand that different people may have different kinds of families.</p> <p>Talk about what is the same across all families.</p> <p>Tell you who they might go to for help if they feel unsafe or unhappy in their family.</p>	<p>Describe what a good friend is like.</p> <p>Talk about how someone can show kindness to someone who is a friend.</p> <p>Describe how to recognise if someone is lonely; talk about ways to show kindness to someone who is not their friend.</p> <p>Talk about what you can do if you fall out with your friend.</p>	<p>Describe what bullying is; different kinds of bullying and why it is hurtful.</p> <p>Talk about where to go for help if they are bullied.</p> <p>Talk about why it is good to be kind to people.</p> <p>Explain how you might support someone who has been hurt because someone has been unkind to them.</p>	<p>Talk about how their bodies belong to them, are incredibly special and should be protected.</p> <p>Identify what is safe and unsafe touching.</p> <p>Describe why it is wrong to keep bad secrets and that people should not ask us to do that.</p> <p>Explain how someone can tell a trusted adult if they feel unsafe.</p>	<p><i>Through RE:</i></p> <p><i>Know that people get married as a sign of love and commitment, and that this is a special celebration in many faiths.</i></p> <p><i>Understand key features / traditions of Christian &amp; Hindu weddings.</i></p>

ELG: **PSED Making Relationships:** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. **Self-confidence and self-awareness:** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. **Managing Feelings and Behaviour:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.