**Me and My Relationships**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **National Curriculum** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils will learn: | Children will know (how to)/be able to: |
| **1.** How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. **2**. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **3.**That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.**4.**That families are important for children growing up because they can give love, security and stability**5.** Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.**6.** Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).**7.** That mental wellbeing is a normal part of daily life, in the same way as physical health.**8.** How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.**9.** Practical steps they can take in a range of different contexts to improve or support respectful relationships. .**10**. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.**11.** That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. | **Managing Self ELG** Be \*confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. **Self-Regulation ELG** - \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Past and Present ELG** \*Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; **People Culture and Communities ELG** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  | \*Name a variety of different feelings and explain how these might make me behave.\*Think of some different ways of dealing with ‘not so good’ feelings\*Know when I need help and who to go to for help.\*Know a range of classroom rules. | \*Know ways that I can get help, if I am being bullied and what I can do if someone teases me.\*Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.\*Describe some classroom rules we have made together\*Give ideas about what makes a good friend and describe how I try to be a good friend. \*Express my feelings in a safe, controlled way. | \*Accept the views of others and understand that we don’t always agree with each other.\*Give ideas about how to be a good friend how to make up with a friend if we’ve fallen out. | \*Describe how I can tell a person is feeling worried just by their body language.\*Describe what to do if someone was upsetting me or if I was being bullied.\*Explain what being ‘assertive’ means and give a few examples of ways of being assertive. | \*Give examples of our emotional needs and explain why they are important.\*Give examples of how to be a good friend and explain why these qualities are important. \*Give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.  | \*Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.\*Give examples of negotiation and compromise.\*Explain what appropriate touch is and give examples. |
| **Vocabulary** |
| Children will recall and verbalise: |
|  | specialpracticeeffortsamedifferentfamilyfeelings favouritehelp friends happy special people sad emojis kindhelpful | rules feelings hurt family friendship listeningsafe body languagebehaviourhelpspecial peoplemaking up responsibilityemotions work togethersafehealsupport  | happy rulesfeelingsbullyingfriendly feelingssafeshowing feelingsteasing repeatedfriendship caring help repeateddon’t do that friendly regular  | rules responsibilitycooperatefriendshipconflictdarecontinuumstrategiessafety carecollaboratefalling out point of viewpersuadeopinionslossmaking uprespectfulcalmfeelingscompromisecourteousapologisechallenginglistenmaking up | FeelingsPositiveHealthy relationshipsfriendlycollaborate facial expressionsunkindphysical effectsrespectrudecollaborationbody languageteasesadresponsibilitiesaggressivecollaborativebullyunhappyqualitiesconsequences teamwork pressuredevastatedexcludedface-to-faceindependentmiserableassertiveassertive distressedaggressivecompromise lonelynegotiaterespectful alone ignored isolated abandoned apologetic regretful remorseful rueful repentant aching sore excrutriatingagonising painful happy delighted ecstatic joyful calmuntroubled assured confident peaceful scared frightened petrified terrified bothered  | collaborate negotiation insensitive unhealthy relationship assertive emotions non-verbal compromise sensitive verbal abuse passive emotional needsbody languageconflict physical abuseaggressive tone of voiceresolution sexual abuseface-to-faceuncomfortable touchingunsafe  | CollaborationNegotiationbalanced friendshipassertiveassertivenesssensitivemarriageappropriate privacy settingsteamwork compromise respectful peer pressure resolution thoughtful civil partnershipinappropriate identity theftassertiveresponseforced marriageillegalsecure |