

## Health and Relationships Education Progression Framework: Relationships

*italic: objectives that are mapped across more than one of strands*

Families and People Who Care for Me						
Early Learning Goal	Pupils should:					
	<ul style="list-style-type: none"> <li>• know that families are important for children growing up because they give love, security and stability</li> <li>• learn the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing other's lives</li> <li>• learn that others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that children's families are also characterised by love and care</li> <li>• learn 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</li> <li>• learn that marriage (marriage and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>					
EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To identify and name people who are special in their lives</p> <p>To understand and describe who is in their family</p>	<p>To understand why their families are special and how they differ from the families of others</p>	<p><i>Identify their special people (family, friends, carers), what makes them special and how special people should care for one another</i></p> <p><i>To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</i></p>	<p>Understand that they belong to different groups and communities such as family and school</p>	<p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p>	<p>That a 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><i>To recognise the ways in which a relationship can be unhealthy and whom to talk to if they need support</i></p>

Caring Friendships						
Early Learning Goal: Pupils can:	Pupils should:					
<ul style="list-style-type: none"> <li>• play cooperatively, taking turns with others</li> <li>• take account of one another's ideas about how to organise their activity</li> <li>• show sensitivity to others' needs and feelings</li> <li>• form positive relationships with adults and other children</li> </ul>	<ul style="list-style-type: none"> <li>• learn how important friendships are in making us feel happy and secure, and how people choose to make friends</li> <li>• learn about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• learn that healthy friendships are positive and welcoming towards others, and do not make us feel lonely or excluded</li> <li>• recognise that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• learn 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</li> </ul>					
EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To identify who is a friend</p> <p>To know why they should take turns</p> <p>To listen to the ideas if others</p>	<p>To identify the qualities of a good friend</p> <p>To recognise that their behaviour can affect other people</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p><i>Identify their special friends what makes them special and how friends should care for one another</i></p> <p>To recognise what is kind and unkind, fair and unfair and what is right and wrong</p> <p><i>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</i></p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>To create a list of characteristics for a good friend and not so good friend</p> <p>To recognise some of the skills needed to make and maintain friendships.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p>	<p><i>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain healthy relationships</i></p>	<p><i>To recognise the ways in which a relationship can be unhealthy and whom to talk to if they need support</i></p>

Respectful Relationships						
Early Learning Goal	Pupils should: <ul style="list-style-type: none"> <li>learn the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or background), or make different choices or have different preferences or beliefs</li> <li>learn the practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>learn the conventions of courtesy and manners</li> <li>learn the importance of self-respect and how this links to their own happiness</li> <li>learn that in school and the wider society they can expect to be treated with respect by others, including those in positions of authority</li> <li>learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>learn what a stereotype is and how stereotypes can be unfair, negative or destructive</li> <li>understand the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>					
EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to respect other people's voice and actions (and their right to have a voice and play) in taking turns.	<p><i>To identify and respect the differences and similarities between people</i></p> <p>To understand that people have rights and that everyone has the responsibility to protect those rights – pupils understand the need to return things that have been borrowed and have the ability to take turns and share</p> <p>To develop basic strategies to resist teasing or bullying</p>	<p><i>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable and if they experience it or witness it, whom to go to and how to get help</i></p> <p>That other people and other living things have rights and that everyone has the responsibility to protect those rights, including protecting others' bodies and feelings</p>	<p><i>To understand that we all have the right to privacy</i></p> <p><i>To understand personal boundaries; to identify what they are willing to share with their most special people including: friends, classmates and family members</i></p>	<p>To listen and respond respectfully to a wide range of people and to feel confident to raise their own concerns</p> <p>To recognise and care about other people's feelings and to try and see, respect and if necessary, constructively challenge others' points of view</p>	<p>To recognise and challenge stereotypes</p> <p><i>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber-bullying, use of prejudice-based language, 'trolling' and how to respond to it and ask for help</i></p>	<p><i>To recognise bullying and abuse in all its forms, including prejudice-based bullying in person, online and through social media</i></p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discriminations of individuals and communities and to develop strategies for getting support for themselves and for others at risk</p>

Online Relationships						
Early Learning Goal	Pupils should: <ul style="list-style-type: none"> <li>learn that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>learn that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>recognise how to critically consider their online friendships and sources of information including awareness of the risks associates with people they have never met</li> <li>learn how information and data is shared and used online</li> </ul>					
EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><i>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll tell' and 'I'll ask'</i></p>	<p>To understand the rules for and ways of keeping physically and emotionally safe including responsible IT use and online safety</p> <p>To learn why we need to be careful when making friends online</p>	<p>To recognise how we can be a good friend, in real life and online</p> <p><i>Learn about the people who are responsible for helping them stay healthy and safe and how these people can keep them healthy and safe</i></p> <p>To learn strategies for keeping safe online: the importance of protecting personal information including passwords, addresses and the distribution of images of themselves and others</p>	<p>To recognise how images in the media and online do not always reflect reality</p> <p>To understand why we need to be careful about who our online friends are.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p>	<p><i>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber-bullying, use of prejudice-based language, 'trolling' and how to respond to it and ask for help</i></p> <p><i>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain healthy relationships</i></p> <p>To learn how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>To understand the importance of being careful what they forward to others</p>	<p>To critically examine what is presented to them in social media and why it is important to do so.</p> <p>To understand how information contained in social media can misrepresent or mislead</p>

Being Safe						
Early Learning Goal	Pupils should: <ul style="list-style-type: none"> <li>• learn what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• learn about the concept of privacy and the implications of it for both children and adults including that is not always right to keep secrets if they relate to being safe</li> <li>• learn that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> <li>• learn how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• learn how to ask for advice or help for themselves or others and to keep trying until they are heard</li> <li>• learn how to report concerns or abuse and the vocabulary and confidence needed to do so</li> <li>• learn where to get advice from e.g. family, school and/or other sources</li> </ul>					
EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To begin to explore when it is right to say 'no' (linked to behaviour and being respectful)	<p><i>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll tell' and 'I'll ask'</i></p> <p>To begin to understand what is meant by 'privacy' and their right to keep things 'private' and the importance of respecting other's privacy.</p>	<p><i>To learn about the people who look after them, their family networks, who to go to if they are worried and how to attract their attention</i></p> <p>To understand the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>	<p><i>Learn about the people who are responsible for helping them stay healthy and safe and how these people can keep them healthy and safe</i></p> <p><i>To understand that we all have the right to privacy</i></p> <p><i>To understand personal boundaries; to identify what they are willing to share with their most special people including: friends, classmates and family members</i></p> <p>To recognise when they need help and to develop the skills to ask for help</p>	<p>To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>To learn about the people who are responsible for helping them stay healthy and safe and how they can help these people to keep healthy and safe</p>	<p>To learn how to manage requests for images of themselves and others, what is and not appropriate to ask for or to share and who to talk to if they feel uncomfortable or afraid.</p>	<p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</p>
To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond						