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| **Relationships** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Families and Close Positive Relationships** | | | |
| R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart  R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability  R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice |  | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) | R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different  R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong  R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others  R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart  R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another |
| **Friendships** | | | |
| R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  R13. the importance of seeking support if feeling lonely or excluded  R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary | R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face  R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others | R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary | R16. how friendships can change over time, about making new friends and the benefits of having different types of friends |
| **Managing Hurtful Behaviour and Bullying** | | | |
|  | R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R21. about discrimination: what it means and how to challenge it |  |  |
| **Safe Relationships** | | | |
| R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  R26. about seeking and giving permission (consent) in different situations  R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) | R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns  R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)  R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) | R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  R26. about seeking and giving permission (consent) in different situations  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) |  |
| **Respecting Self and Others** | | | |
| R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with | R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with | R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with |

Autumn Term Spring Term Summer Term