

**Core Theme 1 – Year 1  
Relationships**

Area of learning	Links to SRE policy	Learning Points	Key Questions
Feelings	B	<ul style="list-style-type: none"> <li>To communicate their feelings to others, to recognize how others show feelings and how to respond.</li> </ul>	How can we tell if someone is feeling happy/sad/angry/lonely?
Making the right choice	A	<ul style="list-style-type: none"> <li>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>School rules (link with RRS Class Charter)</li> <li>Circle time rules</li> </ul>	What is fairness/kindness?
Listening	A	<ul style="list-style-type: none"> <li>Learn to listen to other people and play and work cooperatively.</li> </ul>	What do I think about...? How can I show I am listening?
Special people	A	<ul style="list-style-type: none"> <li>Learn to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another.</li> <li>Draw a picture with people that are special to them – mum, dad, grandparents, sisters, teachers.</li> </ul>	What makes people special?
We are all different	D	<ul style="list-style-type: none"> <li>Identify different sorts of families and respect the difference – e.g. Stepfamilies, adopted, divorced, 2 mums/2 dads (be prepared to handle sensitive conversations about family situation).</li> </ul>	What can you tell me about these families?
Personal Space	C	<ul style="list-style-type: none"> <li>Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable – how to respond (who to tell and how to tell them).</li> <li>NSPCC – The Underwear Rule</li> </ul>	How should I respond when...? Who could I talk to? What is appropriate/inappropriate?
Bullying	C	<ul style="list-style-type: none"> <li>Learn that there are different types of bullying.</li> <li>How to respond to bullying and know who you can talk to.</li> <li>To recognise when people are being unkind either to them or others, how to respond and what to say or do.</li> </ul>	
End points for Year 1		By the end of Year 1 children should be able to : <ul style="list-style-type: none"> <li>Communicate their feelings to others and be able to respond to the feelings of others appropriately.</li> <li>Identify their special people (family, friends, and carers), and know how special people should care for one another.</li> <li>Identify different types of families and respect the differences</li> <li>Understand what physical contact is acceptable/ unacceptable and what to do if they feel unsafe.</li> <li>Identify different types of bullying and know who to speak to if it is happening.</li> </ul>	
Vocabulary		Feelings, bullying, fairness, touch, respect	

Core Theme 1 – Year 2			
Relationships			
Area of learning	Links to SRE policy	Learning Points	Key Questions
Making friends	A	<ul style="list-style-type: none"> <li>To recognise our behaviour affects other people.</li> <li>Recipe for friendship</li> <li>Encourage respectful relationships regardless of gender, race, disability etc. (CARE code)</li> </ul>	What makes a friend?
Secrets and surprises	C	<ul style="list-style-type: none"> <li>The difference between secrets and surprises and the importance of not keeping adults secrets – only surprises.</li> <li>Explain that we never keep secrets, only surprises.</li> <li>A surprise is time limited and should make you feel happy. A secret could be something with no end that makes you feel sad. If that happens you must tell somebody.</li> </ul>	What is a secret? What is a surprise?
Opinions	D	<ul style="list-style-type: none"> <li>Learn to share opinions on things that matter to them and explain their views through discussion with other people and the whole class.</li> <li>Discuss the principles of opinions and valuing each other and their opinions.</li> </ul>	What do I think about...?
We are all different	D	<ul style="list-style-type: none"> <li>Learn to identify and respect differences and similarities between people with a focus on disability &amp; explore disability in sport, Paralympics etc.</li> <li>Revisit different types of families.</li> <li>Visible &amp; Invisible differences.</li> </ul>	How are we different? Why is it good that we are all different?
Personal Space	C	Revisit from Y1: <ul style="list-style-type: none"> <li>Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable – how to respond (who to tell and how to tell them).</li> <li>NSPCC – The Underwear Rule</li> </ul>	How should I respond when...? Who could I talk to? What is appropriate/inappropriate?
Special People	A	<ul style="list-style-type: none"> <li>Learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> </ul>	Who can I talk to if....
Hurting others/ Bullying	C	<ul style="list-style-type: none"> <li>Learn that other's feelings can be hurt</li> <li>Recognise people can be unkind to either them or others – how do you respond – who do you tell?</li> <li>There are different types of bullying.</li> <li>How to respond to bullying and know who you can talk to</li> </ul>	Why do people bully? How can I stop bullies? Who can I speak to?
End points for Year 2		By the end of Year 2 children should be able to : <ul style="list-style-type: none"> <li>Understand what makes a good friend.</li> <li>Understand the importance of respecting others regardless of their differences. (disability)</li> <li>Understand the difference between a secret and a surprise.</li> <li>Identify who they can turn to if they need support.</li> <li>Explain what they should do if they see bullying.</li> </ul>	
Vocabulary		Friendship, differences, worry, physical contact, respectful relationships	

**Core Theme 1 – Year 3**

**Relationships**

Area of learning	Links to SRE policy	Learning Points	Key Questions
Relationships	A & B	<ul style="list-style-type: none"> <li>• To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</li> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• To recognise what constitutes a positive, healthy relationship – Friendships perspective</li> <li>• To develop the skills to develop and maintain positive and healthy relationships.</li> <li>• To understand that the same principles apply to online relationships as to face-to-face relationships, including respect for others.</li> </ul>	<p>What makes relationships different?                      What makes a good friend?                      What would make an even better friend?                      Who can I trust?</p>
Affecting others	A & B	<ul style="list-style-type: none"> <li>• Learn that their actions affect themselves and others.</li> <li>• Link to being respectful and the school CARE code.</li> </ul>	<p>How do I affect others?                      What is acceptable/unacceptable in various scenarios?</p>
Bullying		<ul style="list-style-type: none"> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours – how to respond and ask for help.</li> <li>• STOP – Several Times On Purpose.</li> <li>• Revisit On-line safety – keeping information private e.g. passwords, identity etc.</li> <li>• Risks involved in sharing personal information.</li> </ul>	<p>What is bullying?                      How can we stop bullying?</p> <p>Why do people bully?</p>
We are all different (stereotypes)	D	<ul style="list-style-type: none"> <li>• Challenging gender stereotypes in the context of:                             <ul style="list-style-type: none"> <li>➤ Expectations of roles</li> <li>➤ Sport and physical achievement</li> <li>➤ Feelings and expressing emotions</li> <li>➤ Dress and interests/hobbies</li> </ul> </li> </ul>	<p>How are we different?</p>
End points for Year 3		<p>By the end of Year 3 children should be able to :</p> <ul style="list-style-type: none"> <li>• Understand how to develop and maintain positive and healthy relationships.</li> <li>• Know that the same principles apply to online relationships as to face-to-face relationships, including respect for others.</li> <li>• Explain how their actions can affect themselves and others.</li> <li>• Understand that negative behaviours can have a lasting impact on others. (discrimination, teasing, bullying and aggressive behaviours)</li> <li>• Identify gender stereotypes and challenge these.</li> </ul>	
Vocabulary	Discrimination, teasing, bullying, aggressive behaviour, stereotypes		

**Core Theme 1 – Year 4  
Relationships**

Area of learning	Links to SRE policy	Learning Points	Key Questions
Respectful Relationships	D	<ul style="list-style-type: none"> <li>• To understand that the characteristics of healthy family life include:               <ul style="list-style-type: none"> <li>- commitment to each other (including in times of difficulty)</li> <li>- protection and care for children and other family members</li> <li>- the importance of spending time together and sharing each other's lives</li> </ul> </li> <li>• To listen and respond respectfully to a wide range of people.</li> <li>• To feel confident to raise their own concerns.</li> </ul>	What is a healthy family life? What is an opinion? Why do we have different values? How can I listen well?
Affecting others	A & B	<ul style="list-style-type: none"> <li>• Learn that their actions affect themselves and others.</li> </ul>	
Bullying	C	<ul style="list-style-type: none"> <li>• To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours.</li> <li>• Name calling including comments linked to race, gender, homophobia, disability, age etc.</li> <li>• Revisit On-line safety – social network dos and don'ts.</li> </ul>	What is bullying? How can we stop bullying? Why do people bully?
We are all different (stereotypes)	D	<ul style="list-style-type: none"> <li>• Explore how people may be judged by the way they look.</li> <li>• To recognise the need to challenge stereotypes in how we view the world and judge people and the negative impact that this can have.</li> </ul>	What is a stereotype?
End points for Year 4	By the end of Year 4 children should be able to : <ul style="list-style-type: none"> <li>• Identify the characteristics of healthy family life.</li> <li>• Identify discriminatory language (race, gender, homophobia, disability, age) and the impact this has on others.</li> <li>• Identify stereotypes associated with how people look and challenge these.</li> </ul>		
Vocabulary	Healthy family, discrimination, homophobia, judgement, disability		

**Core Theme 1 – Year 5  
Relationships**

Area of learning	Links to SRE policy	Learning Points	Key Questions
Respectful Relationships	B A A	<ul style="list-style-type: none"> <li>• Recognise and respond appropriately to a wider range of feelings in others.</li> <li>• To recognise what constitutes a positive, healthy relationship. (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust</li> <li>• Understand when a relationship could be seen as unhealthy e.g. controlling/domestic violence.</li> <li>• To develop their own personal skills to develop and maintain positive and healthy relationships.</li> <li>• Learn that their actions affect themselves and others.</li> <li>• How to seek help if you are concerned about a relationship.</li> </ul>	<p>What makes a good friend?            What would make you an even better friend?            Who can I trust?</p>
Personal space	C	<ul style="list-style-type: none"> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>• Understand that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> <li>• To know how to report concerns or abuse, and have the vocabulary and confidence to do so</li> </ul>	<p>How do I affect others?            What is acceptable/unacceptable?            Who can I talk to?            What is abuse?            What are my rights?            How do I know what is right/wrong?</p>
Marriage and civil partnerships	A	<ul style="list-style-type: none"> <li>• Understand the law regarding marriage and civil partnership.</li> <li>• Learn that marriage and civil partnerships are examples of stable, loving relationships.</li> <li>• Understand that not all couples choose to marry or be in a civil partnership and that some people are single.</li> <li>• Understand why people may get married or have a civil partnership:               <ul style="list-style-type: none"> <li>➤ To make a religious commitment</li> <li>➤ As a public demonstration of their commitment</li> <li>➤ Because they love and care for each other and want to spend their lives together</li> <li>➤ To have a family</li> </ul> </li> </ul>	
We are all different (equality)	D	<ul style="list-style-type: none"> <li>• Know that everyone is unique and that similarities and differences between people arise from a number of factors – including family, cultural, ethnic, racial and religious diversity and age.</li> <li>• Understand the need to respect everyone regardless of any differences, even if we don't agree over some things.</li> </ul>	<p>How are people different?            Why do we treat people in different ways?            What is equality?</p>
Bullying	C	<ul style="list-style-type: none"> <li>• To realise the nature and consequences of discrimination, bullying and aggressive behaviours and the legal context.</li> <li>• On-line safety – (Are people who they say they are?)</li> </ul>	<p>What is bullying?            How can we stop bullying?            Why do people bully?</p>

End points for Year 5	By the end of Year 5 children should be able to : <ul style="list-style-type: none"><li>• Identify the characteristics of a positive relationship (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust)</li><li>• Identify the characteristics of a negative relationship (controlling/violent)</li><li>• Know how to report concerns or abuse.</li><li>• Know that marriage/civil partnership represents a formal and legally recognised commitment of two people.</li><li>• Identify the consequences of discrimination, bullying and aggressive behaviours and the legal context.</li></ul>
Vocabulary	Mutual respect, abuse, civil partnership, legal, discrimination, consequences

**Core Theme 1 – Year 6**

**Relationships**

Area of learning	Links to SRE policy	Learning Points	Key Questions
Secrets and lies	C	<ul style="list-style-type: none"> <li>To recognise ways in which relationships can be unhealthy and who to talk to if they need support.</li> <li>The concept of keeping something confidential or secret – when we should or should not agree to something and when it is right to break a confidence or share a secret.</li> </ul>	Who can I trust? What is a secret? Is it ok to lie?
Personal space	C	<ul style="list-style-type: none"> <li>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> </ul>	What is acceptable /unacceptable?
Marriage and civil partnerships	A	<ul style="list-style-type: none"> <li>To be aware that marriage is a commitment freely entered into by both people.</li> <li>Understand that no one should enter into a marriage if they don't want to do so.</li> <li>Understand the difference between an arranged marriage and a forced marriage and the legal framework.</li> </ul>	
Working together	A	<ul style="list-style-type: none"> <li>Develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give constructive feedback to support others as well as themselves.</li> <li>Work collaboratively towards shared goals.</li> </ul>	What is compromise? How can I work well with others?
Peer Pressure	B	<ul style="list-style-type: none"> <li>To recognise and manage peer pressure, including dares.</li> <li>Manage risk and consider the impact of actions on themselves and others.</li> <li>Understand accountability of own actions and relate this to the law.</li> </ul>	What is peer pressure? What is a dare? What are positive and negative risks?
Outside Influences	C	<ul style="list-style-type: none"> <li>To understand that everyone is entitled to their own opinions and they can express their opinions, within the law.</li> <li>To understand that some people may express extreme views which include a desire to harm, hurt or be disrespectful to others.</li> <li>To be aware that people may try to influence you to develop a desire to hurt, harm, disrespect others, personal financial gain which could be influenced by their political or religious viewpoint.</li> <li>To understand how to seek help if you feel someone is influencing you in a negative way.</li> </ul>	
We are all different (stereotypes)	D	<ul style="list-style-type: none"> <li>Revisit understanding that everyone is unique and that similarities and differences between people arise from a number of factors – including family, cultural, ethnic, racial and religious diversity and age.</li> <li>Identify and challenge stereotypes linked to cultural and religious identity e.g. what assumptions may people make about a range of people by their appearance or by groups they belong to?</li> </ul>	What is a stereotype? Why do people stereotype?
End points for Year 6		By the end of Year 6 children should be able to: <ul style="list-style-type: none"> <li>Understand the concept of privacy, including that it is not always right to keep secrets if they relate to being safe.</li> <li>Identify different forms of abuse and how to seek help or advice.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Understand the difference between an arranged marriage and a forced marriage and the legal framework</li> <li>• Understand how to resolve conflicts that may arise through relationships.</li> <li>• Understand that people may try to influence in a negative way and understand how to seek help</li> <li>• Identify cultural and religious stereotypes and challenge these.</li> </ul>
Vocabulary	Privacy, forced marriage, conflict, influencers, negotiation, political.

The resources suggested above may be added to by staff who will select appropriate resources that reflect the learning point. CORAM website is used to support all aspects of PSHE. Staff will only use suitable resources that meet the learning points.