



PSHE CURRICULUM: Relationships

LOWER KEY STAGE TWO CURRICULUM PROGRESSION OVERVIEW

Based on Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education

Aspect	Yr3 Essential Knowledge & Skills	Yr4 Essential Knowledge & Skills
Families & People who care for me including friends Respectful Relationships	<ul style="list-style-type: none"> • Define different types of relationship: there are many types of relationship: <ul style="list-style-type: none"> - An acquaintance is someone a person has met but does not know well. - A friend is a person that someone knows well and likes but is not usually part of their family. - A relative is a person who is a member of someone's family. - A family is a group of people who are related to each other, such as a mother, grandfather and child. • Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<ul style="list-style-type: none"> • Demonstrate what constitutes a positive, healthy relationship. <ul style="list-style-type: none"> - A positive, healthy relationship is one that is honest, fun, equal, supportive and caring. - To promote a positive, healthy relationship, it is important to have a positive attitude, offer support, share interests and ideas and use humour. • Know 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.
	<ul style="list-style-type: none"> • Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome. <ul style="list-style-type: none"> - People may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. - Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people make good decisions. 	<ul style="list-style-type: none"> • Describe how teasing and bullying can lead to trust issues, low self-esteem and self-worth, and that these feelings may persist over long periods of time. <ul style="list-style-type: none"> - The effects of teasing and bullying can include anxiety, mistrust, anger, fear, loneliness, low self-esteem and worry. - These feelings can affect people for a long period of time, even after the teasing and bullying have ended.
Additional Vocab		
Being Safe, including online	<ul style="list-style-type: none"> • Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment. <ul style="list-style-type: none"> - There are strategies people can use to keep themselves and others physically and emotionally safe. - These strategies include dialling 999, blocking users who send unwanted messages online, using pedestrian crossings correctly and sharing worries with a trusted adult or organisation. • Demonstrate how they can help the people who are responsible for them to keep them healthy and safe. <ul style="list-style-type: none"> - Children can help trusted people (family members, teachers and others in a caring role) to keep them healthy and safe by asking for help, sharing worries, resisting pressure, avoiding unnecessary risks and taking responsibility for their behaviour. 	<ul style="list-style-type: none"> • Explain the importance of protecting personal information when online. <ul style="list-style-type: none"> - Personal information includes a person's full name, passwords, address, phone number and photograph. - It is important not to share these online as it can make it easier for a hacker to steal someone's identity. • Recognise ways in which a relationship can be unhealthy and who they should talk to if they need support. <ul style="list-style-type: none"> - A relationship can be unhealthy if it makes an individual feel anxious, confused, uncertain or unsafe. - Support is available from a variety of sources, including parents, trusted relatives, teachers and agencies, such as the NSPCC and ChildLine.
Additional Vocab		

