

RELATIONSHIPS EDUCATION

OBJECTIVES BY YEAR GROUP

YEAR 1

- Recognise that they belong to various groups and communities such as their family;
- Explain how these people help us and we can also help them to help us.
- Identify simple qualities of friendship;
- Suggest simple strategies for making up.
- Demonstrate attentive listening skills
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.
- Identify the differences and similarities between people;
- Empathise with those who are different from them;
- Begin to appreciate the positive aspects of these differences.
- Identify some of the people who are special to them;
- Recognise and name some of the qualities that make a person special to them.
- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.
- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch
- Understand that they have the right to say “no” to unwanted touch;
- Start thinking about who they trust and who they can ask for help.
- Recognise how a person's behaviour (including their own) can affect other people.
- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

YEAR 2

- The conventions of courtesy and manners.
- Use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Identify helpful ways of responding to other's feelings.
- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Identify situations as to whether they are incidents of teasing or bullying.
- Understand and describe strategies for dealing with bullying;
- Rehearse and demonstrate some of these strategies.
- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other.
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.
- Identify some of the physical and non-physical differences and similarities between people;
- Know and use words and phrases that show respect for other people.
- Recognise and explain how a person's behaviour can affect other people.

RELATIONSHIPS EDUCATION OBJECTIVES BY YEAR GROUP

- Identify people who are special to them;
- Explain some of the ways those people are special to them.
- Identify situations in which they would feel safe or unsafe;
- Suggest actions for dealing with unsafe situations including who they could ask for help.
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
- Identify the types of touch they like and do not like;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
- Identify how inappropriate touch can make someone feel
- Understand that there are unsafe secrets and secrets that are nice surprises
- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
- Describe and record strategies for getting on with others in the classroom.
- Identify special people in the school and community who can keep them safe;
- Know how to ask for help.
- Identify which parts of our body are private
- Explain that our genitals help us make babies when we are older
- Understand that we mostly have the same body parts but how they look is different from person to person.

YEAR 3

- Identify people who they have a special relationship with;
- Suggest strategies for maintaining a positive relationship with their special people.
- Rehearse and demonstrate simple strategies for resolving given conflict situations.
- Explain what a dare is;
- Understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
- Express opinions and listen to those of others;
- Consider others' points of view;
- Practice explaining the thinking behind their ideas and opinions.
- Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.

RELATIONSHIPS EDUCATION OBJECTIVES BY YEAR GROUP

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
- Explain that people living in the UK have different origins;
- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
- Recognise the factors that make people similar to and different from each other;
- Recognise that repeated name calling is a form of bullying;
- Suggest strategies for dealing with name calling (including talking to a trusted adult).
- Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.
- Identify situations which are safe or unsafe
- Identify people who can help if a situation is unsafe;
- Suggest strategies for keeping safe.
- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.
- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks.
- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions.
- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.
- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.
- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable

YEAR 4

- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.

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- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.

- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

- Understand that they have the right to protect their personal body space;
- •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- •Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- •Give examples of features of these different types of relationships, including how they influence what is shared

- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively

- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word respect and demonstrate ways of showing respect to others' differences.
- Understand and identify stereotypes, including those promoted in the media.

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;
- Suggest simple strategies for managing risk.

- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.

- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

- Give examples of choices they make for themselves and choices others make for them;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more

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easily;

- Suggest people who may be able to help them deal with change.
- Name some positive and negative feelings;
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.
- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Year 5

- Demonstrate how to respond to a wide range of feelings in others;
- Give examples of some key qualities of friendship;
- Reflect on their own friendship qualities.
- Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help.
- Identify characteristics of passive, aggressive and assertive behaviours;
- Understand and rehearse assertiveness skills.
- Recognise basic emotional needs, understand that they change according to circumstance;
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
- Understand that online communication can be misinterpreted;
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
- Define some key qualities of friendship;
- Describe ways of making a friendship last;
- Explain why friendships sometimes end.
- Recognise some of the feelings associated with feeling excluded or 'left out';
- Give examples of ways in which people behave when they discriminate against others who are different from them;
- Understand the importance of respecting others, even when they are different from themselves.
- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Recognise and describe the difference between online and face-to-face bullying.
- Reflect on what information they share offline and online:
- Recognise that people aren't always who they say they are online;
- Know how to protect personal information online.

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- Identify people who can be trusted;
- Describe strategies for dealing with situations in which they would feel uncomfortable.
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways they can cope better with periods.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.
- Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.

YEAR 6

- Recognise some of the challenges that arise from friendships;
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
- Recognise and empathise with patterns of behaviour in peer-group dynamics;
- Recognise basic emotional needs and understand that they change according to circumstance;
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
- Describe the consequences of reacting to others in a positive or negative way;
- Suggest ways that people can respond more positively to others.
- Describe ways in which people show their commitment to each other;
- Know the ages at which a person can marry, depending on whether their parents agree.
- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.
- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
- Suggest strategies for dealing with bullying, as a bystander;
- Describe positive attributes of their peers.
- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone who has been bullied.

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- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Understand and explain the term prejudice
- Identify and describe the different groups that make up their school/wider community/other parts of the UK
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Explain the difference between a friend and an acquaintance;
- Describe qualities of a strong, positive friendship;
- Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.
- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
- Understand and describe the ease with which something posted online can spread
- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Know how to keep their information private online.
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
- Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional need met.
- Understand that with independence comes responsibility
- Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional needs met.
- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them
- Know the legal age (and reason behind these) for having a social media account;
- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Recognise that people's lives are much more balanced in real life, with positives and negatives.
- Identify risk factors in a given situation (involving alcohol);
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change
- Define what is meant by the term stereotype;

RELATIONSHIPS EDUCATION OBJECTIVES BY YEAR GROUP

- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Know where someone could get support if they were concerned about their own or another person's safety
- Identify the changes that happen through puberty to allow sexual reproduction to occur
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.