

St. Matthew's C.E. Primary Academy

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Relationships Education			
Year 1			
Families and friendships- Roles of different people; families; feeling cared for		Key Words	
Learning Content	<p>Families and friendships- Roles of different people; families; feeling cared for</p> <ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family <p>PoS Refs: R1, R2, R3, R4, R5</p>	<p>Family Belong Different Same Friends/Friendship Qualities: Caring Sharing Kind</p>	<p>Like/Dislike Celebrate Relationships Special Appreciate</p>
Programme of Study Objectives	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives own</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>		

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Safe relationships- <i>Recognising privacy; staying safe; seeking permission</i>		Key Words	
Learning Content	<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission <p>PoS Refs: R10, R13, R15, R16, R17</p>	Privacy Permission Touch Safe Unsafe	
Programme of Study Objectives	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16 about how to respond if physical contact makes them feel uncomfortable or comfortable.</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>		
Respecting ourselves and others- <i>How behaviour affects others; being polite and respectful</i>		Key Words	
Learning Content	<p>Respecting ourselves and others- <i>How behaviour affects others; being polite and respectful</i></p> <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns <p>PoS Refs: R21, R22</p>	Kind Unkind Behaviour Sharing Polite Respectful	Turn taking Rules Responsibilities
Programme of Study Objectives	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>		

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Year 2			
Families and friendships- Making friends; feeling lonely and getting help			Key Words
Learning Content	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>PoS Refs: R6, R7 R8, R9, R24</p>		Kind/Unkind Feelings: Sad Lonely Help On Purpose Stand up for Fairness Kindness Friends Special Unique Value
Programme of Study Objectives	R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R24. how to listen to other people and play and work cooperatively		

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Safe relationships- <i>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</i>		Key words	
Learning Content	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	Difference Diversity Bully Bullying Worries Trusted adults	
Programme of Study Objectives	<p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>		

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Respecting ourselves and others <i>Recognising things in common and differences; playing and working</i>		Key Words	
Learning Content	<p>Respecting ourselves and others <i>Recognising things in common and differences; playing and working cooperatively; sharing opinions</i></p> <ul style="list-style-type: none">• about the things they have in common with their friends, classmates, and other people• how friends can have both similarities and differences• how to play and work cooperatively in different groups and situations• how to share their ideas and listen to others, take part in discussions, and give reasons for their views <p>PoS Refs: R23, R24, R25</p>	Boys Girls Similarities Differences Assumptions Stereotype Special Purpose Difference Diversity	
	<p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>		
Programme of Study Objectives			

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Year 3				
Families and friendships- <i>What makes a family; features of family life</i>			Key Words	
Learning Content	<ul style="list-style-type: none">• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents• that being part of a family provides support, stability and love• about the positive aspects of being part of a family, such as spending time together and caring for each other• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty• to identify if/when something in a family might make someone upset or worried• what to do and whom to tell if family relationships are making them feel unhappy or Unsafe <p>PoS Refs: R1, R6, R7, R8, R9</p>		Family Celebrations Differences Similarities Conflict Family life Love	
	Programme of Study Objectives			

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Safe relationships- <i>Personal boundaries; safely responding to others; the impact of hurtful behaviour</i>		Key Words	
Learning Content	<ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour <p>PoS Refs: R19, R22, R24, R30</p>	Personal boundaries Privacy Bullying Cyber- bullying Private messaging	
	R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online		
Programme of Study Objectives			

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Respecting ourselves and others- <i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</i>		Key Words	
Learning Content	<p>Respecting ourselves and others- <i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</i></p> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society <p>PoS Refs: R30, R31</p>	<p>Respect Self-respect Polite Society Fairness</p>	
Programme of Study Objectives	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>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</p>		

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Year 4				
Families and friendships- <i>Positive friendships, including online</i>			Key Words	
Learning Content	<ul style="list-style-type: none">• about the features of positive healthy friendships such as mutual respect, trust and sharing interests• strategies to build positive friendships• how to seek support with relationships if they feel lonely or excluded• how to communicate respectfully with friends when using digital devices• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know• what to do or whom to tell if they are worried about any contact online <p>PoS Refs: RIO, RII, RI2, RI3, RI8</p>		Relationship Friendship Mutual respect Trust Close Jealousy Emotions Positive/Negative Healthy relationships Friendship groups	
	RIO. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing RII. 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 RI2. 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 RI3. the importance of seeking support if feeling lonely or excluded RI8. 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			
Programme of Study Objectives				

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Safe relationships- Responding to hurtful behaviour; managing confidentiality; recognising risks online			Key Words
Learning Content	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online <p>PoS Refs: R20, R23, R27, R28</p>	Secrets Pressure Uncomfortable Bullying Cyber bullying Value	

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Programme of Study Objectives	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 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 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 R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this		
Respecting ourselves and others- <i>Respecting differences and similarities; discussing difference sensitively</i>		Key Words	
Learning Content	<ul style="list-style-type: none">to recognise differences between people such as gender, race, faithto recognise what they have in common with others e.g. shared values, likes and dislikes, aspirationsabout the importance of respecting the differences and similarities between peoplea vocabulary to sensitively discuss difference and include everyone <p>PoS Refs: R32, R33</p>	Aspirations Sensitivity Similarities Differences Values Empathy	

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Programme of Study Objectives	<p>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</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>																		
Year 5																			
Families and friendships- <i>Managing friendships and peer influence</i>																			
<p>Learning Content</p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<p>Key Words</p> <table border="1"> <tr> <td>Characteristics</td><td>Resolve</td></tr> <tr> <td>Personal qualities</td><td>Assertiveness</td></tr> <tr> <td>Attributes</td><td>Reconcile</td></tr> <tr> <td>Self-esteem</td><td>Exit strategies</td></tr> <tr> <td>Responsibility/Being responsible</td><td></td></tr> <tr> <td>Happiness</td><td></td></tr> <tr> <td>Comfortable</td><td></td></tr> <tr> <td>Cyber- bullying</td><td></td></tr> <tr> <td>Influence</td><td></td></tr> </table>	Characteristics	Resolve	Personal qualities	Assertiveness	Attributes	Reconcile	Self-esteem	Exit strategies	Responsibility/Being responsible		Happiness		Comfortable		Cyber- bullying		Influence	
Characteristics	Resolve																		
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Cyber- bullying																			
Influence																			

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Programme of Study Objectives	RI4. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them RI5. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others, RI6. how friendships can change over time, about making new friends and the benefits of having different types of friends RI7. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely RI8. 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 R26. about seeking and giving permission (consent) in different situations		
Safe relationships- <i>Physical contact and feeling safe</i>		Key Words	
Learning Content	<p>Safe relationships- <i>Physical contact and feeling safe</i></p> <ul style="list-style-type: none">• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations• how to ask for, give and not give permission for physical contact• how it feels in a person's mind and body when they are uncomfortable• that it is never someone's fault if they have experienced unacceptable contact• how to respond to unwanted or unacceptable physical contact• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about• whom to tell if they are concerned about unwanted physical contact <p>PoS Refs: R9, R25, R26, R27, R29</p>	Safety Physical contact Acceptable Unacceptable Feelings Mind Emotions Uncomfortable	

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Programme of Study Objectives	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice 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 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)		
Respecting ourselves and others- <i>Responding respectfully to a wide range of people; recognising pre judice and discrimination</i>		Key Words	
Learning Content	<ul style="list-style-type: none">to recognise that everyone should be treated equallywhy it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their ownwhat discrimination means and different types of discrimination e.g. racism, sexism, homophobiato identify online bullying and discrimination of groups or individuals e.g. trolling and Harassmentthe impact of discrimination on individuals, groups and wider societyways to safely challenge discriminationhow to report discrimination online <p>PoS Refs: R20, R21, R31, R33</p>	Discrimination Prejudice Respect Bullying Harassment Belief Lifestyle Traditions Individuality Homophobia Racist Trolling	Name calling

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Programme of Study Objectives	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 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 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own		
Year 6			
Families and friendships- <i>Attraction to others; romantic relationships; civil partnership and marriage</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• what it means to be attracted to someone and different kinds of loving relationships• that people who love each other can be of any gender, ethnicity or faith• the difference between gender identity and sexual orientation and everyone’s right to be loved• about the qualities of healthy relationships that help individuals flourish• ways in which couples show their love and commitment to one another, including those who are not married or who live apart• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults• that people have the right to choose whom they marry or whether to get married• that to force anyone into marriage is illegal• how and where to report forced marriage or ask for help if they are worried <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<div>Commitment</div> <div>Marriage</div> <div>Sexual orientation</div> <div>Gender</div> <div>Faith</div> <div>Illegal</div> <div>Forced marriage</div> <div>Healthy relationships</div> <div>Attraction</div>	

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Programme of Study Objectives	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>
	<div>Safe relationships- <i>Recognising and managing pressure; consent in different situations</i></div> <div>Key Words</div>
Learning Content	<div> <div>Safe relationships- <i>Recognising and managing pressure; consent in different situations</i></div> <ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different Situations <p>PoS Refs: R26, R28, R29</p> </div> <div> <div>Pressure</div> <div>Consent</div> <div>Challenges</div> <div>Dares</div> <div>Permission</div> </div>

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Programme of Study Objectives	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)		
Respecting ourselves and others- <i>Expressing opinions and respecting other points of view, including discussing topical issues</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• about the link between values and behaviour and how to be a positive role model• how to discuss issues respectfully• how to listen to and respect other points of view• how to constructively challenge points of view they disagree with• ways to participate effectively in discussions online and manage conflict or Disagreements <p>PoS Refs: R30, R34</p>	Opinions Current affairs/topical issues Points of view Conflict Disagreements	

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Programme of Study Objectives

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with