

## Me and My Relationships R to Y6

Reception Key themes Feelings Getting help		Y1 Key themes Feelings Getting help Classroom rules		Y2 Key themes Feelings/self-regulation Being a good friend Bullying and teasing Our school rules about bullying		Y3 Key themes Cooperation Friendships		Y4 Key themes Recognising feelings Bullying Assertive skills		Y5 Key themes Feelings Friendship skills, including compromise. Assertive skills		Y6 Key themes Cooperation Assertiveness Safe/unsafe touches	
Learning Intentions	Skills	Intentions	Skills	Intentions	Skills	Intentions	Skills	Intentions	Skills	Intentions	Skills	Intentions	Skills
1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.	1. Describe different feelings and how they can make our bodies feel.	I can name different feelings and how they might make me behave.	1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.	1. To know that feelings and emotions help a person cope with difficult times.	I can communicate my feelings and use this to try to manage my emotions.	1. To know that feelings can vary by intensity, person and change over time.	I can talk about how feelings change and be different for others.	1. To learn characteristics and skills in assertiveness	I can be assertive to keep myself happy, healthy and safe.	1. To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.	I can work through challenges I have with my friends with respect, assertiveness and understanding.
2. Name special people in their lives.	I can name people who help me and describe ways to help others.	2. To know some strategies of dealing with 'not so good' feelings.	I can suggest ways of dealing with 'not so good' feelings and how to help others.	2. To identify different ways to respond to the feelings of others.	I can express my feelings in a safe, controlled way.	2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.	I can collaborate with a team to achieve a goal.	2. To know and understand the qualities of a 'positive, healthy relationship'.	I can read different emotions by a persons body language.	2. To apply their collaborative skills to friendships and assertiveness.	I can use strategies to resolve arguments or disagreements.	2. To practice and use strategies in compromise and negotiation within a collaborative task or activity.	I can give examples of negotiation and compromise. I can use these skills in practical situations.
3. Describe different feelings	I can talk about feelings and what can cause them.	3. To understand how our actions can hurt the feelings of others.	I can recognise when I need help and who to ask.	3. To recognise the differences between bullying, unkind behaviour or teasing.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	3. To recognise which strategies are appropriate for particular situations.	I can accept I may not always agree with others.	3. To know when it's appropriate to say no and how.	I can say 'no' in a calm and controlled way.	3. To learn ways to resolve conflict in an assertive, calm and fair manner.	I can reflect on my behaviour, attitudes and qualities.	3. To consider the types of touch that are safe, legal and that I am comfortable with.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
4. Identify who can help if they are sad, worried or scared.	I can talk to you which trusted adults I can ask for help.	4. To recognise the special qualities in family and friends.	I can listen to others and wait my turn to speak.	4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.	I can tell someone how they are making me feel.	4. To listen to and debate ideas and opinions with others with respect and courtesy	I can listen and share my opinions respectively.	4. To know the strategies and skills needed for collaborative work.	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together	4. To identify what things make a relationship unhealthy and who to talk to if they needed help.	I am aware of the warning signs that a relationship could be unhealthy or unsafe.	4. To name assertive behaviours and recognise peer influence or pressured behaviour.	I can use assertive behaviours to keep myself safe from peer influence or pressure.
5. Identify ways to help others or themselves if they are sad or worried.	I can help a friend if they are sad or worried.	5. To know which special people keep us safe and how.	I can tell you which trusted adults at home and school keep me safe.	5. To recognise a healthy friendship and its qualities.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	5. To recognise why friends may fall out and how to resolve issues.	I can say why friends may fall out and how they can make up.	5. To recognise bullying or pressured behaviour.	I can say what to do if I am, or a friend is, hurt or bullied by another person.	5. To recognise emotional needs according to circumstance and any risk factors that could effect them.	I can manage my emotional needs and any risks to them.	5. To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
							I know how to look after my friends and stay friends.		I can recognise the qualities of a healthy relationship.		I can respond to emotions according to the situation and person.		