



## Indian Queens School and Nursery - PSHE Curriculum Overview & Progression 'Me & My Relationships'

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>• All about me.</li> <li>•What makes me special?</li> <li>• Me and my special people.</li> <li>• Who can help me?</li> <li>• Exploring my feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that classroom rules help everyone to learn and be safe;</li> <li>• Explain their classroom rules and be able to contribute to making these.</li> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>•Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>•Identify a range of feelings;</li> <li>•Identify how feelings might make us behave:</li> <li>•Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>•Recognise that people's bodies and feelings can be hurt;</li> <li>•Suggest ways of dealing with different kinds of hurt.</li> <li>•Recognise that they belong to various groups and communities such as their family;</li> <li>•Explain how these people help us and we can also help them to help us.</li> <li>• Identify simple qualities of friendship;</li> <li>•Suggest simple strategies for making up.</li> <li>• Demonstrate attentive listening skills;</li> <li>•Suggest simple strategies for resolving conflict situations;</li> <li>•Give and receive positive feedback, and experience how this makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>•Suggest actions that will contribute positively to the life of the classroom;</li> <li>•Make and undertake pledges based on those actions</li> <li>•Take part in creating and agreeing classroom rules.</li> <li>•Use a range of words to describe feelings;</li> <li>•Recognise that people have different ways of expressing their feelings;</li> <li>•Identify helpful ways of responding to other's feelings.</li> <li>•Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>•Identify situations as to whether they are incidents of teasing or bullying.</li> <li>•Understand and describe strategies for dealing with bullying;</li> <li>•Rehearse and demonstrate some of these strategies.</li> <li>•Explain the difference between bullying and isolated unkind behaviour;</li> <li>•Recognise that that there are different types of bullying and unkind behaviour;</li> <li>•Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>•Recognise that friendship is a special kind of relationship;</li> <li>•Identify some of the ways that good friends care for each other.</li> <li>•Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>•Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>

### Year 3

- Explain why we have rules;
- Explore why rules are different for different age groups, for internet-based activities;
- Suggest appropriate rules for a range of settings;
- Consider the possible consequences of breaking the rules.
- Explain some of the feelings someone might have when they lose something important to them;
- Understand that these feelings are normal and a way of dealing with the situation.
- Define and demonstrate cooperation and collaboration;
- Identify the different skills that people can bring to a group task;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success.
- 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;
- Practise explaining the thinking

### Year 4

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.
- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.
- 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.
- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.
- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.
- Demonstrate a range of feelings through their facial expressions and body language;
- Recognise that their feelings might change towards someone or something once they have further information.
- 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.

### Year 5

- Explain what collaboration means;
- Give examples of how they have worked collaboratively;
- Describe the attributes needed to work collaboratively.
- Explain what is meant by the terms negotiation and compromise;
- Describe strategies for resolving difficult issues or situations.
- 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.

### Year 6

- Demonstrate a collaborative approach to a task;
- Describe and implement the skills needed to do this.
- Explain what is meant by the terms 'negotiation' and 'compromise';
- Suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task.
- 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.
- List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
- 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;
- Understand that everyone has the

Year 3	Year 4	Year 5	Year 6
<p>behind their ideas and opinions.</p> <ul style="list-style-type: none"> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friends sometimes fall out;</li> <li>• Rehearse and use, now and in the future, skills for making up again.</li> </ul>			<p>right to be free to choose who and whether to marry</p> <ul style="list-style-type: none"> <li>• Recognise that some types of physical contact can produce strong negative feelings</li> <li>• Know that some inappropriate touch is also illegal</li> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe and respectful behaviours when using communication technology</li> </ul>