

# Me and My Relationships

	Knowledge	Skills
Nursery	<ul style="list-style-type: none"> <li>• Recognise that we are unique.</li> <li>• Learn the vocabulary for feelings and use this to manage relationships.</li> <li>• Understand that every family is different and love and care for one another.</li> </ul>	<ul style="list-style-type: none"> <li>• I can share my feelings with others.</li> <li>• I can name the important people in my life (including those who look after me).</li> <li>• I can talk about what my strengths are (what I'm good at) and what I enjoy.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Talk about similarities and differences.</li> <li>• Know who the special people in their lives are.</li> <li>• Name and describe different feelings</li> <li>• Identify who can help if they are sad, worried or scared.</li> <li>• Identify ways to help others or themselves if they are sad or worried.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise and be sensitive to the differences of others.</li> <li>• I can name people who help me and describe ways to help others.</li> <li>• I can talk about feelings and what can cause them.</li> <li>• I can tell you which trusted adults I can ask for help.</li> <li>• I can help a friend if they are sad or worried.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• Describe different feelings and how they can make our bodies feel.</li> <li>• Learn strategies of dealing with 'not so good' feelings.</li> <li>• Understand how our actions can hurt the feelings of others.</li> <li>• To recognise the special qualities in family and friends.</li> <li>• To know which special people keep us safe and how.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name different feelings and how they might make me behave.</li> <li>• I can suggest ways of dealing with 'not so good' feelings and how to help others.</li> <li>• I can recognise when I need help and who to ask.</li> <li>• I can listen to others and wait my turn to speak.</li> <li>• I can tell you which trusted adults at home and school keep me safe.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Recognise that people have different ways of expressing their feelings</li> <li>• To identify different ways to respond to the feelings of others.</li> <li>• To recognise the differences between bullying, unkind behaviour or teasing.</li> <li>• To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.</li> <li>• To recognise a healthy friendship and its qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand we have different ways to express our feelings.</li> <li>• I can express my feelings in a safe, controlled way.</li> <li>• 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.</li> <li>• I can tell someone how they are making me feel.</li> <li>• 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.</li> </ul>

Y3	<ul style="list-style-type: none"> <li>• To know that feelings and emotions help a person cope with difficult times.</li> <li>• To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.</li> <li>• To recognise which strategies are appropriate for particular situations.</li> <li>• To listen to and debate ideas and opinions with others with respect and courtesy</li> <li>• To recognise why friends may fall out and how to resolve issues.</li> </ul>	<ul style="list-style-type: none"> <li>• I can communicate my feelings and use this to try to manage my emotions.</li> <li>• I can collaborate with a team to achieve a goal.</li> <li>• I can accept I may not always agree with others.</li> <li>• I can listen and share my opinions respectfully.</li> <li>• I can say why friends may fall out and how they can make up.</li> <li>• I know how to look after my friends and stay friends.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• To know that feelings can vary by intensity, person and change over time.</li> <li>• To know and understand the qualities of a 'positive, healthy relationship'.</li> <li>• To know when it's appropriate to say no and how.</li> <li>• To know the strategies and skills needed for collaborative work.</li> <li>• To recognise bullying or pressured behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about how feelings change and be different for others.</li> <li>• I can read different emotions by a person's body language.</li> <li>• I can say 'no' in a calm and controlled way.</li> <li>• I can name some qualities or strategies that help team work. I am aware of others and their needs when working together</li> <li>• I can say what to do if I am, or a friend is, hurt or bullied by another person.</li> <li>• I can recognise the qualities of a healthy relationship.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• To learn characteristics and skills in assertiveness</li> <li>• To apply their collaborative skills to friendships and assertiveness.</li> <li>• To learn ways to resolve conflict in an assertive, calm and fair manner.</li> <li>• To identify what things, make a relationship unhealthy and who to talk to if they needed help.</li> <li>• To recognise emotional needs according to circumstance and any risk factors that could affect them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can be assertive to keep myself happy, healthy and safe.</li> <li>• I can use strategies to resolve arguments or disagreements.</li> <li>• I can reflect on my behaviour, attitudes and qualities.</li> <li>• I am aware of the warning signs that a relationship could be unhealthy or unsafe.</li> <li>• I can manage my emotional needs and any risks to them.</li> <li>• I can respond to emotions according to the situation and person.</li> </ul>

Y6

- To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.
- To practice and use strategies in compromise and negotiation within a collaborative task or activity.
- To consider the types of touch that are safe, legal and that I am comfortable with.
- To name assertive behaviours and recognise peer influence or pressured behaviour.
- To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.

- I can work through challenges I have with my friends with respect, assertiveness and understanding.
- I can give examples of negotiation and compromise. I can use these skills in practical situations.
- I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
- I can use assertive behaviours to keep myself safe from peer influence or pressure.
- I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.