

Progression Relationships

		Key stage 1		Key stage 2
Families and close positive relationships	R1.	About the roles different people (e.g. acquaintances, friends and relatives) play in our community	R1.	To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
	R2.	To identify the people who love and care for them and what they do to help them feel cared for lives	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.
	R3.	About different types of families including those that may be different to their own	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.
	R4.	To identify common features of family life	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.
	R5.	That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	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.
			R6.	That a feature of positive family life is caring relationships; about the different ways in which people care for one another.
			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.
			R8.	To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9.
			R9.	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

Friendships	R6.	About how people make friends and what makes a good friendship	R10.	About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
	R7.	About how to recognise when they or someone else feels lonely and what to do	R11.	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.
	R8.	Simple strategies to resolve arguments between friends positively	R12.	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.
	R9.	How to ask for help if a friendship is making them feel unhappy	R13.	The importance of seeking support if feeling lonely or excluded
			R14.	That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
			R15.	Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.
			R16.	How friendships can change over time, about making new friends and the benefits of having different types of friends.
			R17.	That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
			R18.	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.
Managing hurtful behaviour and bullying	R10.	That bodies and feelings can be hurt by words and actions; that people can say hurtful things online	R19.	About the of bullying, including offline and online, and the consequences of hurtful behaviour
	R11.	About how people may feel if they experience hurtful behaviour or bullying	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
	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	R21.	About discrimination: what it means and how to challenge it
Safe relationships	R13.	To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	R22.	About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online
	R14.	That sometimes people may behave differently online, including by pretending to be someone they are not	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
	R15. R16.	How to respond safely to adults they don't know. How to respond if physical contact makes them feel uncomfortable or unsafe	R24.	How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
	R17. R18.	Knowing there are situations when they should ask for permission and also when their permission should be sought The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	R25.	Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
	R19. R20.	Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe 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	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.
	R13.	To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	R28.	How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
	R14.	That sometimes people may behave differently online, including by pretending to be someone they are not	R29.	Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
Respecting Self and others	R21.	What is kind and unkind behaviour, and how this can affect others.	R30.	That personal behaviour can affect other people; to recognise and model respectful behaviour online.
			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.
	R22.	How to treat themselves and others with respect; how to be polite and courteous	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.
	R23.	To recognise the ways in which they are the same and different to others	R33.	To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
	R24.	How to listen to other people and play and work cooperatively.	R34.	How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.