Diagram

Description automatically generated

‘Relationships Matter’ progression of knowledge and skills at Grange Primary School

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| Early Years: Nursery and FS2 | Year 1 | Year 3 | Year 5 |
| Friendships | Friendships | Friendships | Friendships |
| •Encouraging friendships within play activities.  •Talk about how we can care for others and their feelings  •Discuss and share solutions for conflicts  •Start to think about the perspectives of others | • Explain what makes a good friend/ friendship.  • Talk about some ways to make friends.  • Explain basic techniques for resisting pressure.  • Recognise kind and unkind behaviour.  • Name the special people in their lives.  • Resolve conflict in simple ways e.g. choosing to share, take turns, etc.  • Tell someone if you are worried about something in a relationship/ family. | • Identify what makes a positive healthy or unhealthy friendship.  • Identifying strategies to build friendships.  • Understand the difference between persuasion, influence and pressure.  • Explain how kindness can support wellbeing.  • Recognise there are different types of relationships.  • Explain what can cause arguments with friends and describe some ways to resolve them.  • Recognise the importance of asking for help if we feel worried, lonely or excluded. | • Reflect on what the qualities of a good friendship/relationship are and are not. • Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval.  • Explore what a loving caring relationship means.  • Understand what marriage and civil partnership means.  • Understand that forced marriage is a crime.  • Use strategies to positively resolve disputes and reconcile differences in friendships.  • Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options |
| Families | Families | Families | Families |
| •Make connections between the features of their family and other families.  •Begin to make sense of their own life-story and family’s history.  •Talk about members of their immediate family and community. | • Talk about some ways that their family is the same or different to others.  • Describe some things they enjoy doing with their family and how it makes them feel. | • Recognise that there are different types of family structures.  • Explain what it means to be part of a family. | • Explore and respect that there are different family structures in society.  • Reflect on how being part of a family provides stability and love. |