

‘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. |