

Me and My Relationships

EYFS

Key Themes

- Feelings
- Getting Help

Learning intentions	Skills	Assessment Questions
1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.	In a conflict, can they explain what happened and how they feel?
2. Name special people in their lives.	I can name people who help me and describe ways to help others.	Do they ask trusted adults for help with their emotions or conflicts?
3. Describe different feelings	I can talk about feelings and what can cause them.	Can they self-regulate and/or use strategies when upset or angry? Do they recognise when they may need to do something to help their emotions?
4. Identify who can help if they are sad, worried or scared.	I can tell you which trusted adults I can ask for help.	Do they ask trusted adults for help with their emotions or conflicts?
5. Identify ways to help others or themselves if they are sad or worried.	I can help a friend if they are sad or worried.	How do they self-regulate their behaviour? Do they have any strategies to deal with difficult or challenging emotions?

Vocabulary

different	favourite	help	Sad
effort	feelings	helpful	same
emojis	friends	kind	special
family	happy	practice	special people

Year 1			Year 2			
Key Themes	<ul style="list-style-type: none"> Feelings Getting Help Classroom Rules 		Key Themes	<ul style="list-style-type: none"> Feelings/Self-Regulation Being a Good Friend Bullying and Teasing Our School Rules about Bullying 		
Learning intentions	Skills	Assessment Questions		Learning intentions	Skills	Assessment Questions
1. Describe different feelings and how they can make our bodies feel.	I can name different feelings and how they might make me behave.	Do they use accurate vocabulary to describe feelings (beyond happy or sad)?		1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.	Do they show empathy towards other children when they are upset or angry?
2. To know some strategies of dealing with 'not so good' feelings.	I can suggest ways of dealing with 'not so good' feelings and how to help others.	Can they explain how their body is feeling (even if in their own way) e.g. butterflies in their tummy, heart racing, feeling hot, red cheeks.		2. To identify different ways to respond to the feelings of others.	I can express my feelings in a safe, controlled way.	Do they behave appropriately around those who are showing signs of anger, frustrations or other heightened emotions? (e.g. leaving them alone, offering help, asking for an adult's assistance)
3. To understand how our actions can hurt the feelings of others.	I can recognise when I need help and who to ask.	Do they talk about how their actions can effect people's feelings?		3. To recognise the differences between bullying, unkind behaviour or teasing.	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.	Are they accurate in describing the behaviour of others? For example not over using the term 'bullying'
4. To recognise the special qualities in family and friends.	I can listen to others and wait my turn to speak.	Can they begin to resolve conflict by talking or explaining.		4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.	I can tell someone how they are making me feel.	Can they be independent in resolving conflict or explaining their feelings to others?
5. To know which special people keep us safe and how.	I can tell you which trusted adults at home and school keep me safe.	Can they name some key people who keep them safe/who to turn to for help?		5. To recognise a healthy friendship and its qualities.	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.	Do they have positive relationships with a number of children in the class? Are they independent in these friendships and are they usually kind and respectful towards others?
		Do they show listening skills such as eye contact, still and calm body, responding to comments and questions?				Are they confident to stand up for themselves without being aggressive or confrontational?

Vocabulary						
Year 1			Year 2			
behaviour	heal	safe		bullying	friendship	rules
body language	help	safe		caring	happy	safe
emotions	hurt	special people		don't do that	help	showing feelings
family	listening	support		feelings	regular	teasing
feelings	making up	work together		friendly	repeated	
feelings	responsibility					
friendship	rules					

Year 3			Year 4		
Key Themes	<ul style="list-style-type: none"> Cooperation Friendship 		Key Themes	<ul style="list-style-type: none"> Recognising Feelings Bullying Assertive Skills 	
Learning intentions	Skills	Assessment Questions	Learning intentions	Skills	Assessment Questions
1. To know that feelings and emotions help a person cope with difficult times.	I can communicate my feelings and use this to try to manage my emotions.	Do they use effective vocabulary when explaining how they are feeling?	1. To know that feelings can vary by intensity, person and change over time.	I can talk about how feelings change and be different for others.	Do they use a variety of vocabulary for different intensity of feelings. For example to describe anger they would use frustrated, cross, mad, fed up, irritated, annoyed.
2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.	I can collaborate with a team to achieve a goal.	Are they able to self-regulate heightened emotions of anger or frustration?	2. To know and understand the qualities of a 'positive, healthy relationship'.	I can read different emotions by a persons body language.	Do they have empathy towards others who react differently to a situation to themselves?
3. To recognise which strategies are appropriate for particular situations.	I can accept I may not always agree with others.	Do they take turns in listening and speaking during group activities?	3. To know when it's appropriate to say no and how.	I can say 'no' in a calm and controlled way.	Are they assertive when communicating their wants, needs and wishes?
4. To listen to and debate ideas and opinions with others with respect and courtesy	I can listen and share my opinions respectfully.	Are they confident to share their opinions, understanding and accepting that some may disagree with them?	4. To know the strategies and skills needed for collaborative work.	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together	Do they work well in a group by listening, responding respectfully, remaining calm and including everyone?
5. To recognise why friends may fall out and how to resolve issues.	I can say why friends may fall out and how they can make up.	Do they usually resolve disputes and arguments with their friends, seeking help when the situation gets more serious or bullying?	5. To recognise bullying or pressured behaviour.	I can say what to do if I am, or a friend is, hurt or bullied by another person.	Are they aware of negative behaviours such as teasing, bullying, coercion, excluding others or discriminating.
	I know how to look after my friends and stay friends.			I can recognise the qualities of a healthy relationship.	In friendship circles are they able to make positive/healthy choices without being pressured by others?

Vocabulary							
Year 3				Year 4			
apologise	friendship			aggressive	compromise	independent	respectful
calm	listen			assertive	consequences	negotiate	responsibilities
care	loss			body language	excluded	physical effects	rude
challenging	making up			bully	face-to-face	positive, healthy	teamwork
collaborate	opinions			collaborate	facial	relationship	tease
compromise	persuade			collaboration	expressions	pressure	unkind
conflict	point of view			collaborative	feelings	qualities	
continuum	respectful				friendly	respect	
cooperate	responsibility			abandoned	devastated	joyful	repentant

courteous
dare
falling out
feelings

rules
safety
strategies

aching
agonising
alone
apologetic
assured
bothered
calm
confident
delighted

distressed
ecstatic
excrutiating
feelings
frightened
happy
ignored
isolated

lonely
miserable
painful
peaceful
petrified
physical effects
regretful
remorseful

rueful
sad
scaered
sore
terrified
unhappy
untroubled

Year 5				Year 6			
Key Themes	Feelings	Friendship Skills, including: compromise	Assertive Skills	Key Themes	Cooperation	Assertiveness	Safe/Unsafe Touches
Learning intentions	Skills	Assessment Questions	Learning intentions	Skills	Assessment Questions		
1. To learn characteristics and skills in assertiveness	I can be assertive to keep myself happy, healthy and safe.	Is their behaviour flexible in their response to feelings according to context. For example would they behave differently if someone cried after hurting themselves, to if someone cried after losing a game.	1. To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.	I can work through challenges I have with my friends with respect, assertiveness and understanding.	How are they amongst their friends and peers? Do they usually work through challenges? Do they interact/play with a variety of children? Do they have a healthy/close relationship with one or a small number of people?		
2. To apply their collaborative skills to friendships and assertiveness.	I can use strategies to resolve arguments or disagreements.	Can they manage most disputes in their friendship circles? Can they compromise and negotiate with their friends?	2. To practice and use strategies in compromise and negotiation within a collaborative task or activity.	I can give examples of negotiation and compromise. I can use these skills in practical situations.	How do they work in group tasks or games? Do they cooperate with others? Do they use effective listening and communication skills?		
3. To learn ways to resolve conflict in an assertive, calm and fair manner.	I can reflect on my behaviour, attitudes and qualities.	Do they usually work well with most children?	3. To consider the types of touch that are safe, legal and that I am comfortable with.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	Do they practice consent and safe touch amongst their peers? Do they understand which parts of their body are private?		
4. To identify what things make a relationship unhealthy and who to talk to if they needed help.	I am aware of the warning signs that a relationship could be unhealthy or unsafe.	Do they show awareness of the importance of respecting others, showing kindness, including others and allowing others to be individual?	4. To name assertive behaviours and recognise peer influence or pressured behaviour.	I can use assertive behaviours to keep myself safe from peer influence or pressure.	Can they alter their behaviour and communication according to a group dynamic, task or circumstance?		
5. To recognise emotional needs according to circumstance and any risk factors that could effect them.	I can manage my emotional needs and any risks to them.	Do they have healthy relationships with their friends? Do they have time on their own as well as in groups?	5. To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	Do they show empathy to others who may behave differently to themselves or because of personal circumstance?		
	I can respond to emotions according to the situation and person.	Do they express their wants, needs and desires by considering the needs of others, in a constructive way and without being aggressive?			Are they aware of their role in observing negative behaviour and the different ways to respond or behave?		

Vocabulary						
Year 5				Year 6		
aggressive	face-to-face	sexual abuse		appropriate	identity theft	resolution
assertive	insensitive	tone of voice		assertive	illegal	respectful
body language	negotiation			assertive	illegal	response

collaborate compromise conflict emotional needs emotions	non-verbal passive physical abuse resolution sensitive	uncomfortable touching unhealthy relationship unsafe verbal abuse		assertiveness balanced friendship civil partnership collaboration compromise forced marriage	inappropriate marriage negotiation peer pressure privacy settings	secure sensitive teamwork thoughtful
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