



Relationships

Theme	KS1	LKS2	UKS2
	All children should be able to:		
 TEAM	• talk about the different teams they belong to; • describe how we can listen to others; • list some ways we can show kindness to others; • provide examples of friendly joking, teasing and bullying behaviours; • identify helpful and not-so-helpful thoughts; • talk about different choices we can make within our team.	• talk about changes people may go through and what feelings or emotions these changes may bring; • list some helpful behaviours that support teamwork; • understand how different behaviours affect the whole team; • talk about different emotions our teammates may experience; • discuss ways we can resolve disputes within a team; • talk about how fulfilling our responsibilities benefits our team.	• talk about qualities and attributes of teams they identify as successful; • talk about the importance of respectful communication; • explain what it means to compromise and collaborate; • describe ways we can care for people in our team; • list examples of unkind behaviour and talk about what we can do to help; • talk about different responsibilities we have to help the team function well.
 VIPs	• explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others that they care.	• talk about ways we can show respect to our VIPs both online and offline; • talk about different ways to make new friends; • talk about ways we can tell whether a relationship is healthy or unhealthy; • describe positive resolutions we can use to solve a dispute in a friendship; • list different forms of bullying and suggest effects of these; • identify people and organisations who can offer support if we or someone we know is being bullied.	• share ideas for ways we can care for our VIPs; • identify some aspects of healthy and unhealthy relationships; • discuss a range of calming techniques with support; • discuss ways to handle a disagreement with support; • explain ways to resist pressure with support; • identify which secrets are OK to keep and which need to be shared with support; • list factors that might show a relationship is unhealthy.

 Be Yourself	• identify their own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; • talk about what makes them feel unhappy or cross; • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings.	• list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow.	• discuss scenarios where children are torn between 'fitting in' and being true to themselves; • explain how to communicate their feelings in different situations; • discuss different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; • identify the feelings involved in making a mistake and understand how to make amends.
 Digital Wellbeing	• identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true.	• identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use.	• identify the benefits and risks of the Internet; • understand it is important to look after their digital wellbeing; • recognise the signs of inappropriate and harmful online relationships; • identify the benefits and risks of social media; • understand that online bullying is wrong and what to do to get help to make it stop; • explain that not all online information is true.