

Relationships Education Progression Document

Appendix A

Theme	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me RE.	To have an understanding of who looks after us and how they help us every day.	To understand that families are important when growing up as they support us, show us love, security and stability.  <u>How can we find out about a Christian belief?</u> Children explore the concept of God as a father- link with their relationships with members of their family. Extend to explore our school family and religious groups as being families.	To understand the characteristics of healthy family life.  To show commitment to each other.  To show protection and care for other family members.  To understand the importance of spending time together.  <u>Special stories about Moses/Special stories for Christians</u> Moses' mother protected Moses and hid him from danger. Explore unconditional love between family members and how this love can be shown. This could also be addressed through stories of Joseph and the way he was treated by his father and brothers.	To understand that some families may look different to our own family.  To show respect to people's families if they are different to our own.  <u>What do we celebrate and why?</u> Address through initial discussions of what a celebration is. The children will understand that people celebrate different occasions in different ways. Do these differences matter? How can we respect and celebrate our differences?	To understand that stable, caring relationships, which may be of different types, are at the heart of a happy family.  To understand that relationships are important for our security as we grow up.  <u>What do people believe about God?</u> Children learn about God as a father- traditionally in the role of the head of the family. Use this concept to explore different ways families are made up and the relationships within these family groups.	To understand and recognise if family relationships are making us feel unhappy or unsafe.  To be able to seek help and advice from others if needed  <u>What can we learn from religion about temptation?</u> In this unit, the children will learn stories about temptation. Jesus was tempted by the devil- what should we do when people ask us to do things we don't want to do or know are wrong? In another story, Ibrahim was going to sacrifice his own son. Who can we turn to if we need help about members of our own family?	To understand that marriage between two people represents a formal and legally recognised commitment, which is intended to be lifelong.  <u>What will make our city a more respectful place?</u> Children explore how religion and religious leaders can help to build up a sense of community. Link how places of worship are used in marriage ceremonies. What do couples promise each other? Do couples always marry in a church, mosque, gurdwara etc?
Caring friendships PHSE/English	To understand what we mean by manners and being friendly.  To play co-operatively, taking turns with others.  To take listen to other's ideas about how to organise their activity.	To have an understanding of how friendships are in making us happy and secure.  To discuss how people choose and make friends.	To understand how important friends are in making us feel happy and secure.  To choose good friendships and how to go about choosing friends.	To understand the characteristics of friendship: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences.	To understand that healthy friendships are positive.  To ensure that relationships should not make others feel lonely or excluded.	To understand that friendships have ups and downs.  To recognise that friendships need to be worked at and looked after.	To be able to recognise who to trust and who not to trust.  To understand how to judge when a friendship is making them feel unhappy or uncomfortable.

	<p>To show sensitivity to others' needs and feelings.</p> <p>To form positive relationships with adults and other children. Understand someone else's point of view can be different from theirs.</p> <p>To understand what bullying is and that this is unacceptable behaviour.</p> <p>To resolve minor disagreements through listening and arriving to a solution.</p>	<p><u>I wonder...questions that puzzle us</u> Children read and explore several stories about how Jesus helped others and they know about his disciples through these stories. Link to how the children make friends and how friends should make us feel.</p>	<p><u>Special stories for Christians</u> Children learn the story of how Jesus saved his friends when he calmed a storm at sea. Explore friendship through this story. This could also link to the story of Noah- God made a promise to Noah that He would always be there. What promises do we make our friends?</p>	<p><u>Why do some people think Jesus is inspirational?</u> Whilst exploring the 'I am...' sayings of Jesus, explain that some Christians see Jesus as a very special friend. What are the qualities we look for in friends? Did Jesus have these qualities? Do we?</p>	<p><u>What do people believe about God?</u> After the Ascension of Jesus, his disciples were afraid. Why was this? Explain how Jesus and his disciples were special friends- how did they show they cared for each other? How do we care for our friends? What does a good friend look like? What should friends never do?</p>	<p>To understand that working through a friendship to repair or strengthen it is important.</p> <p>To understand that resorting to violence is never right. <u>What matters most?</u> Use the humanist teaching 'Do to other people what you would like them to do to you' as a hook for exploring violence. Is there a friendship code? What happens when friendships break down? How can conflicts be resolved?</p>	<p>To manage conflicts between friends and family members such as siblings.</p> <p>To know how to manage the above situations and who to ask for help, support and guidance.</p> <p><u>Can Christian Aid and Islamic Relief change the world?</u> Whilst exploring the concept of charity, children explore Jesus' teachings on how to help others and who should be helped. Use 'The Prodigal Son' as a hook to examine conflict resolution and trusting people.</p>
<p>Respectful relationships RE/PHSE</p>		<p>To discuss types of bullying such as cyberbullying and the impact they have on people.</p> <p><u>Beginning to learn about Sikhism</u> Use the stories of Guru Hargobind rescuing innocent prisoners and Duni Chand to explore bullying and how we should treat other people</p>	<p>To understand the importance of respecting others including when they are different to us.</p> <p>To make different choices.</p> <p>To understand that people have different beliefs and preferences in life.</p> <p><u>Holy places/Special stories for Muslims</u></p>	<p>Expect to be treated with respect in the school environment and in wider society.</p> <p>To show respect to others including those in positions of authority. Such as teacher, TA, headteacher, parent, adult.</p> <p><u>What is it like to be a Hindu?</u> Hindus worship at home and have</p>	<p>To explain the importance of self-respect and how this links to their own happiness.</p> <p><u>Sikhs and Hindus: who is inspiring?</u> What attributes of a leader do they have? Whom do they inspire? Can the children recognise what they are good at and what they do well? Explore the importance of loving</p>	<p>To explain what a stereotype is.</p> <p>To understand that stereotypes can be unfair, negative or destructive and how these influence our lives.</p> <p><u>What matters most?</u> In this unit, the children learn about moral codes and explore 'The Parable of the Good Samaritan'. Use as</p>	<p>To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><u>Links across units when addressing issues of respect and how we should behave towards each other and each other's possessions.</u></p>

			Explore the concept of respect and how people should behave when they are visiting someone else's special place. People who disagreed with his beliefs treated Muhammad disrespectfully. How should we treat people who have different beliefs?	special rooms where they pray. They view God as a guest in their home. How do Hindus welcome God? Link to how visitors should be treated in their homes and then extend into school and the wider community. How should respect be shown and earned?	ourselves and being proud of our own achievements.	a hook to link to stereotype- the reader assumes the priest will help the injured but he doesn't. People had pre-conceived ideas about Samaritans in those days. Which stereotypes exist in our society?	
Staying safe IT/PHSE	To understand that the internet is an exciting place but we must follow certain rules when going online.	<p>To understand how to say goodbye to technology when you don't want to?</p> <p>To understand how to stay safe when visiting a website or an app?</p> <p>To understand how we can be safe, respectable and responsible online?</p> <p>To understand how to go places safely online?</p> <p>To understand how why is it important to listen to your feelings when using technology?</p> <p>To understand how we can find a balance between our</p>	<p>To understand how it is important that we have device free moments in our lives?</p> <p>To know what kinds of information I should keep to myself when I use internet?</p> <p>To know what information is ok to have in your digital footprint?</p> <p>To know how we are all part of an online community?</p> <p>To know what to do if someone is mean to you online.</p> <p>To know how you give credit for other people's work?</p>	<p>To know how digital citizens take responsibility for themselves, their communities and their world?</p> <p>To know how a strong password can help protect your privacy?</p> <p>To know how what I post online can affect my identity.</p> <p>To know what makes a strong online community?</p> <p>To know what to do when someone uses mean or hurtful language on the internet?</p> <p>To know why some people alter pictures and videos?</p>	<p>To know what makes a healthy media choice?</p> <p>To know what information about you is ok to share online?</p> <p>To know how our online activity affect the digital footprints of others and ourselves?</p> <p>To know how can I keep positive and have fun while playing online games, and help others do the same?</p> <p>To understand how can we be up standers when we see cyberbullying?</p>	<p>To know what media balance means for me?</p> <p>To know what clickbait is and how can you avoid it?</p> <p>To know how gender stereotypes shape our experiences online?</p> <p>To know how to keep online friendships safe?</p> <p>To know what cyberbullying is and what you can do to stop it?</p> <p>To know the rights and responsibilities you have as a creator?</p>	<p>To understand how we balance digital media in our lives?</p> <p>To know how you protect yourselves from phishing?</p> <p>To know the benefits and drawbacks of presenting yourself in a different way online?</p> <p>To know how to chat safely with people you meet online.</p> <p>To know how to de-escalate digital drama so it does not go too far.</p> <p>How do we find credible information on the internet?</p>

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		online and offline activities?			To know what rights and responsibilities you have as a creator?		
	EYFS	1	2	3	4	5	6
Mental well-being  PHSE/RE/SCIENCE	To explore a range of emotions such as happy, sad, upset, fear, anger, surprise and nervousness.  To discuss how different situations alter emotions.  To have a varied vocabulary when talking about their own and others' emotions.	Year 1 To know how to judge what they are feeling.  To decide if they are behaving appropriately or not.  <i>What can we learn from the stories and prayers of Jesus? Jesus felt scared so he prayed to God. What other feelings do other people experience? Through the words of the Lord's Prayer, explore 'sin' and the difference between right and wrong.</i>	Year 2 To understand the benefits of physical exercise.  To spend time outdoors.  To spend time in a community.  The benefits of volunteering somewhere.  <i>Beginning to learn Islam Muhammad liked to spend time away from the city so he could pray. Where do the children enjoy spending time? Link to being outside, with other people and how helping others can benefit ourselves as well as members of our community.</i>	Year 3 To understand simple self-care techniques, including taking time for rest, making sure you have enough sleep.  To spend time with family and friends.  To explain the benefits of hobbies and free time.  <i>What is it like to be a Hindu? Explore the concept of meditation (used by Hindus as part of their prayer ritual). How can meditation improve our well-being? What else can we do to make ourselves feel good? What other benefits might this have on our lives and lifestyles?</i>	Year 4 To discuss how isolation and loneliness can affect children and that it is important to seek help.  <i>Sikhs and Hindus: who is inspiring? In this unit, children learn the story of Guru Nanak's disappearance (when he spent three days with God). How were his friends and family feeling during this time? Discuss isolation and loneliness (may link to Lockdown/Covid 19)- what can we do if we feel lonely or isolated?</i>	Year 5 To understand that bullying has a negative effect on people and their mental wellbeing, To recognise signs of bullying and how to seek help and support.  To know who to speak to if they are worried about a friends mental wellbeing.  <i>LINKING TO CARING FRIENDSHIPS  What matters most? Use the humanist teaching 'Do to other people what you would like them to do to you' as a hook Use a series of sessions (discussion based, drama, role-play etc) to further explore bullying and how it affects people. Who can help?</i>	Year 6 To discuss how people's mental health is important and sometimes people need help and support if they come across problems.  To understand that help needs to be accessed early enough.  To explain the benefits of rationing time online and the effects it can have on people's mental wellbeing.  <i>Can Christian Aid and Islamic Relief change the world? During initial discussions, focus on charities, which support mental health and well-being. Explore the work the charities carry out and how these can be accessed.</i>
	EYFS	1	2	3	4	5	6
Physical health and fitness  Science and PE	To develop fine and gross motor skills.	To understand the simple benefits of exercise and how it affects our bodies.	To understand the importance of building regular exercise into our daily lifestyle.	To discuss risks of not having an active lifestyle such as obesity and ensuring	To understand dental hygiene and seeing a dentist on a regular basis.	To explain what happens to their body during exercise.	To explain what happens to their bodies during exercise.

	<p>To understand that being active is good for our body and mind.</p>	<p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>To establish daily and weekly routines.</p> <p>To understand that animals, including humans, have offspring which grow into adults- links to lifecycles.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>that we seek advice if worried.</p> <p>To discuss the lack of sleep and how this affects mood, weight and their ability to learn.</p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>To explain the benefits of good oral hygiene by brushing your teeth and drinking/eating food and drinks which have less sugar content.</p> <p>To be able to explain what happens to their bodies during exercise.</p> <p>To understand the importance of a warmup and how we need to look after our bodies.</p>	<p>To understand the importance of a warmup and how we need to look after our bodies.</p> <p>To understand how our bodies change during puberty.</p> <p>To understand personal hygiene and ways to stay fresh.</p>	<p>To be physically active for prolonged periods of time.</p> <p>To lead a healthy and active life.</p> <p>To understand the importance of a warmup and how we need to look after our bodies.</p> <p>To understand the amount of sugar we intake can affect our nutrition.</p> <p>To create a balanced healthy lifestyle.</p>
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