

PDL Knowledge and Skills Progression – Relationships

	Knowledge	Skills
Yr R	<p>The different people in their family. That everyone is different and has things that make them special</p>	<p>Play co-operatively, taking turns with others. Talk about how they and others are feeling. Talk about their own and others' behaviour and its consequences.</p>
Yr 1	<p>The ways in which they are the same and different to others. The roles different people (e.g. acquaintances, friends and relatives) play in their lives. The people who love and care for them and what they do to help them feel cared for. To tell someone (such as their teacher) if something about their family makes them unhappy or worried. How people make friends and what makes a good friendship How to ask for help if a friendship is making them feel unhappy. What is kind and unkind behaviour, and how this can affect others. Bodies and feelings can be hurt by words and actions; that people can say hurtful things in person. How people may feel if they experience hurtful behaviour or bullying. That hurtful behaviour (offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. How to respond safely to adults they don't know.</p>	<p>Treat themselves and others with respect. Be polite and courteous. Listen to other people and play and work cooperatively. With adult support, use simple strategies to resolve arguments between friends positively.</p>
Yr 2	<p>About different types of families including those that may be different to their own. Common features of family life. Bodies and feelings can be hurt by words and actions; that people can say hurtful things in person and online. Sometimes people may behave differently online, including by pretending to be someone they are not. How to respond if physical contact makes them feel uncomfortable or unsafe. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. That some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. There are situations when they should ask for permission and also when their permission should be sought. The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>	<p>Talk about and share their opinions on things that matter to them. Recognise when they or someone else feels lonely and how to ask for help. Use simple strategies to resolve arguments between friends positively. Use basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p>
Yr 3	<p>That there are different types of relationships (e.g. friendships, family relationships). That a feature of positive family life is caring relationships and about the different ways in which people care for one another. The importance of friendships and how positive friendships support wellbeing. The importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p>	<p>Build positive friendships. Use simple strategies to improve or support courteous, respectful relationships. Recognise if they feel unhappy or unsafe and ask for help.</p>

<p>Yr 4</p>	<p>That there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>That there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. Shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>That healthy friendships make people feel included.</p> <p>That personal behaviour can affect other people.</p> <p>The importance of respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p>	<p>Recognise and model respectful behaviour in person and online.</p> <p>Recognise when they or someone else feels lonely and/or excluded.</p> <p>Use simple strategies to seek support if feeling lonely or excluded.</p> <p>Use simple strategies to support others who may feel lonely or excluded.</p>
<p>Yr 5</p>	<p>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>That marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>What it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>Why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>How to report concerns and get support for a range of hurtful behaviour, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others).</p> <p>That friendships have ups and downs.</p> <p>Know about discrimination and what it means.</p>	<p>Use a range of strategies to resolve disputes and reconcile differences positively and safely.</p> <p>Use a range of strategies to managing peer influence and a desire for peer approval in friendships.</p> <p>Use a range of strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others).</p> <p>Listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
<p>Yr 6</p>	<p>That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>How friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>How to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>Different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>About seeking and giving permission (consent) in different situations.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>Identify and manage pressure from others to do something unsafe or that makes them feel uncomfortable.</p> <p>Challenge discrimination in a respectful way.</p> <p>Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>