

Relationships curriculum Parkfield School

These objectives can be found in our Personal Development Curriculum. For your benefit, we have made it easier for you to see them as one document.

Year 1

- Identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
- Understand the importance of, and how to, maintain personal hygiene, including dental care and visits to the dentist.
- Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest, supporting foods and risks of too much sugar.
- Explain how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading, including vaccinations, immunisations, and allergic reactions.
- Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.
- Communicate their feelings to others, to recognise how others show feelings and how to respond.
- Explore what positively and negatively affects their physical, mental, and emotional health.
- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- Talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Explore the process of growing from young to old and how people's needs change, including moving to a new year group or class.
- Know the rules for, and ways of, keeping physically and emotionally safe including responsible ICT use (online safety) including age restrictions.
- Ways to keep safe in un/familiar situations (park, shopping centre, pool) and road safety. (H32)
- Know that our bodies work in different ways.

Year 2

- Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
- Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
- Recognise when they, or someone else, is feeling lonely and how to respond, or when someone is unkind.
- Knowing there are situations where they need to ask for permission and when their permission should be sought.
- Understand adoption and different types of families.
- Develop strategies to resist teasing, bullying, pressure, or unsafe situations - if they experience/ witness it, whom to go to and how to get help.

- Realise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable), both in person and online, including that some people can pretend to be someone they are not.
- Understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious, or afraid.
- What to do if they feel unsafe or worried about themselves or others, the vocabulary to use and the importance of keeping trying until they are heard.

Year 3

- Recognise different types of relationships, including those between acquaintances, friends, relatives, and families.
- Recognise and respond appropriately to a wider range of feelings in others.
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.
- Know that marriage is a commitment freely entered into by both people, that no one should marry if they do not absolutely want to do so or are not making this decision freely for themselves.
- Recognise what kind of physical contact is acceptable, comfortable, unacceptable, and uncomfortable and how to respond.
- Discuss the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).

Year 4

- Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.
- Recognise and manage 'dares'.
- Know when to be assertive.
- Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).
- Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- Understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
- Know that differences between people arise from several factors- family, cultural, ethnic, racial, or religious diversity, age, sex, gender identity, sexual orientation & disability.

Year 5

- Know the difference between, and the terms associated with, sex, gender identity and sexual orientation. (Rights Respecting).
- Recognise and care about other people's feelings and to try to see, respect and, if necessary, constructively challenge others' point of view.

- Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. (Rights Respecting).
- Explore prejudice and discrimination. Consider responses to racist behaviour. To choose to help.
- Understand that their actions affect themselves and others.
- Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support Work collaboratively towards shared goals
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (. including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).

Year 6

- Support their friends.
- Recognise peer pressure.
- Listen and respond respectfully to a wide range of people and feel confident to raise their own concerns.
- Identify & respect the difference and similarities between people.
- Understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.
- Realise the consequences of anti-social, aggressive, and harmful behaviours such as bullying and discrimination of individuals and communities and develop strategies to seek help for themselves or others who are at risk.