

## Healthy Relationships Progression Grid - Whole School

### Link to Zones of Regulation and online safety

Nursery	Reception	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
Minimum learning is highlighted			Minimum vocabulary is in bold			
Healthy Relationships						
<p>To know who is in our <b>family</b> – immediate and wider</p> <p>To know who our <b>friends</b> are</p> <p>To use kind hands and feet</p> <p>To use kind words</p> <p>To <b>take turns</b></p> <p>To <b>listen</b></p>	<p>To develop an understanding that family members can be near or far away</p> <p>To develop an understanding that some family members are closer eg mum and dad than others eg cousins</p> <p>To know how to play with our friends by sharing and being kind</p> <p>To know what is <b>kind and unkind</b> behaviour</p>	<p>To learn the difference between <b>secrets</b> and nice <b>surprises</b> (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>To learn what is meant by the word <b>trust</b>.</p> <p>To know why it is important to have adults we can trust and identify who our trusted adults are. (pol-ed 'Who are my trusted adults?')</p>	<p>To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others</p> <p>To judge what kind of physical contact is <b>acceptable</b>, comfortable, <b>unacceptable</b> and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>To learn that there are different types of teasing and <b>bullying</b>, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to</p>	<p>To recognise what &amp; constitutes a positive, <b>healthy relationship</b> and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between <b>acquaintances</b>, friends, relatives and families</p> <p>To learn that their actions affect themselves and others</p> <p>To work <b>collaboratively</b> towards shared goals</p>	<p>To <b>judge</b> what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>To develop strategies to solve <b>disputes and conflict</b> through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>To understand that <b>civil partnerships</b> and marriage are examples of stable, loving relationships and a public demonstration of the <b>commitment</b> 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.</p> <p>To understand 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</p> <p>To understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into <b>marriage</b> and to know how to get support for them self or others</p> <p>To understand <b>personal boundaries</b>; 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</p>

Planning taken from School B example