

Relationships Programme of Study

3D PSHE and Citizenship Core 2

Key: Blue = key objective, Pink = 'aspects of' objective

| Objective Code | Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---|----------------------------|--------|--------|------------------|----------------------------|----------------------------|
| F1 | To know that families are important for children growing up safe and happy because they can provide love, security and stability | C2U4L5 C2U4L4 | | C2U3L2 | | C2U3L4 | |
| F2 | To know some of the characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, and the importance of spending time together and sharing each other's lives | C2U2L4 C2U4L4 C2U5L5 | C2U3L3 | | C2U3L3 C2U3L8 | C2U3L4 | C2U3L6 |
| F3 | To know that the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care | | C2U3L2 | C2U3L2 | C2U3L3 | C2U3L4 C2U3L1 C2U3L3 | C2U3L6 C2U4L3 C2U4L4 |
| F4 | To know that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up | C2U2L4 C2U4L4 C2U4L5 | | | | | C2U4L4 |
| F5 | To know that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong | | | | | | C2U4L3 |

Relationships Programme of Study

3D PSHE and Citizenship Core 2

| Objective Code | Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---|----------------------------|----------------------------|--------------------------------------|--------|------------------|------------------|
| F6 | To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | | C2U2L5 | | | | C2U4L4 |
| CF1 | To know how important friendships are in making us feel happy and secure, and how people choose and make friends | C2U2L4 C2U4L1 | C2U4L2 | C2U1L2 C2U4L1 C2U4L2 | | | RSE L3 |
| CF2 | To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | C2U2L1 C2U3L1 C2U4L1 | C2U4L2 C2U4L3 | C2U4L2 C2U1L2 C2U4L1 C2U4L3 | C2U4L4 | C2U3L1 C2U3L3 | RSE L3 |
| CF3 | To know that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it | | C1U3L2 | C2U4L1 | | C2U4L2 | |
| CF4 | To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties | C2U4L1 C2U3L1 | C2U4L3 C2U3L3 C2U4L2 | C2U4L3 C2U3L1 C2U4L2 | C2U4L4 | | C2U3L6 RSE L3 |

Relationships Programme of Study

3D PSHE and Citizenship Core 2

| Objective Code | Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|--|----------------------------|----------------------------|------------------|------------------|--------------------------------------|----------------------------|
| CF5 | To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened | C2U4L1 | C2U4L3 | C2U4L1 C1U4L3 | | C2U4L2 | |
| CF6 | To know how to manage conflict, and that resorting to violence is never right | | | C2U2L1 | | | C2U4L4 RSE L1 |
| CF7 | To know how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed | | C2U2L5 | | | | RSE L1 |
| RKR1 | To know how to pay attention to the needs and preferences of others, including in families and friendships. | C2U1L1 C2U1L2 C2U2L3 | C2U1L3 C2U2L2 C2U4L2 | | C2U1L3 | C2U1L2 C2U2L1 C2U2L2 C2U3L4 | C2U1L3 C2U1L4 C2U2L3 |
| RKR2 | To know the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults | C2U2L4 | | C2U4L3 | C2U4L5 C2U4L6 | C2U1L1 | |

Relationships Programme of Study

3D PSHE and Citizenship Core 2

| Objective Code | Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|--|------------------|--|----------------------------|----------------------------|----------------------------|--------------------------------------|
| RKR3 | To know how to communicate effectively and manage conflict with kindness and respect, how to be assertive and express needs and boundaries, how to manage feelings, including disappointment and frustration | C2U1L2 | C2U1L3 | C2U1L1 C2U1L2 C2U2L1 | C2U2L3 C2U1L3 C1U4L5 | C2U1L2 C2U2L2 C2U2L1 | C2U1L3 C2U2L3 C2U1L4 |
| RKR4 | To have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs | | | C2U2L2 | C2U1L3 | C2U1L2 C2U2L2 | C2U1L4 C2U1L3 C2U2L3 |
| RKR5 | To know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs | C2U1L1 C2U2L1 | C2U3L2 C2U3L3 C2U1L4 C2U2L2 C2U4L2 | C2U3L1 C2U3L4 C2U2L2 | C2U3L5 C2U3L7 C2U3L8 | C2U3L1 C2U3L3 | C2U3L2 C2U3L5 C2U3L6 RSE L5 |
| RKR6 | To recognise practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships | C2U2L3 | C2U3L3 C2U1L4 C2U4L3 | C2U1L2 C2U2L1 C2U4L2 | | C2U2L1 C2U1L1 C2U1L2 | C2U1L3 |
| RKR7 | To know the conventions of courtesy and manners | | C2U1L4 | C2U3L4 | | C2U2L1 | C2U1L4 |

Relationships Programme of Study

3D PSHE and Citizenship Core 2

| Objective Code | Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---|---------------------------|---|--------------------------------------|---|------------------|------------------------------------|
| RKR8 | To know the importance of self-respect and how this links to their own happiness | | C2U3L2 | C2U2L2 C2U3L6 | C2U2L3 C2U3L7 | C2U2L2 | C2U2L3 C2U3L2 |
| RKR9 | To know the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help | C2U2L1 | C2U2L2 | C2U2L1 | C2U2L4 C2U3L8 | | C2U3L2 C2U3L5 |
| RKR10 | To know what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype | | | | C2U3L7 C2U3L8 C2U3L5 | C2U3L1 C2U3L3 | C2U3L5 C2U3L2 |
| RKR11 | To know how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust | | C2U2L5 | | C2U4L6 C2U2L4 | | C2U4L4 RSE L4 |
| OS1 | To know that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous, for example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure | Safe Zone Y1 L2 C2U2L1 | Safe Zone Y2 L2 Safe Zone Y2 L4 Safe Zone Y2 L1 | Safe Zone Y3 L1 Safe Zone Y3 L2.2 | Safe Zone Y4 L1 Safe Zone Y4 L2 Safe Zone Y4 L4 | Safe Zone Y5 L6 | Safe Zone Y6 L2 Safe Zone Y6 L1 |

Relationships Programme of Study

3D PSHE and Citizenship Core 2

| Objective Code | Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---|---|---|---|--|---|--|
| OS2 | <p>To know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations</p> <p>To know how to recognise harmful content or harmful contact, and how to report this</p> | <p>Safe Zone Y1 L2</p> <p>Safe Zone Y1 L3</p> | <p>Safe Zone Y2 L1</p> <p>Safe Zone Y2 L4</p> | <p>Safe Zone Y3 L2.1</p> <p>Safe Zone Y3 L1</p> | <p>Safe Zone Y4 L4</p> <p>Safe Zone Y4 L1</p> | <p>Safe Zone Y5 L2</p> <p>Safe Zone Y5 L3</p> | <p>Safe Zone Y6 L1</p> <p>Safe Zone Y6 L2</p> <p>Safe Zone Y6 L4</p> |
| OS3 | <p>To know that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults</p> | | | <p>Safe Zone Y3 L4</p> | <p>Safe Zone Y4 L6</p> | | <p>Safe Zone Y6 L4</p> |
| OS4 | <p>To know the importance of exercising caution about sharing any information about themselves online</p> <p>To understand the importance of privacy and location settings to protect information online</p> | <p>Safe Zone Y1 L4</p> | <p>Safe Zone Y2 L2</p> <p>Safe Zone Y2 L3</p> | <p>Safe Zone Y3 L2.1</p> <p>Safe Zone Y3 L5</p> <p>Safe Zone Y3 L1</p> <p>Safe Zone Y3 L6</p> | <p>Safe Zone Y4 L6</p> <p>Safe Zone Y4 L3</p> <p>Safe Zone Y4 L5</p> <p>C2U1L4</p> | <p>Safe Zone Y5 L1</p> <p>Safe Zone Y5 L5</p> | <p>Safe Zone Y6 L5&6</p> <p>Safe Zone Y6 L2</p> |

Relationships Programme of Study

3D PSHE and Citizenship Core 2

| Objective Code | Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|--|------------------------------------|-----------------|---|--|------------------------------------|-----------------|
| OS5 | To know about online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up | Safe Zone Y1 L3 Safe Zone Y1 L4 | Safe Zone Y2 L3 | Safe Zone Y3 L3 Safe Zone Y3 L1 Safe Zone Y3 L2 | Safe Zone Y4 L3 | Safe Zone Y5 L4 Safe Zone Y5 L2 | Safe Zone Y6 L2 |
| OS6 | To know that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online | Safe Zone Y1 L3 | | Safe Zone Y3 L3 | Safe Zone Y4 L3 Safe Zone Y4 L2 Safe Zone Y4 L4 Safe Zone Y4 L6 | Safe Zone Y5 L6 Safe Zone Y5 L3 | Safe Zone Y6 L3 |
| BS1 | To know what sorts of boundaries are appropriate in friendships with peers and others (including online) | | C2U4L3 | | C2U4L5 | | |

Relationships Programme of Study

3D PSHE and Citizenship Core 2

| Objective Code | Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---|--------|--------|--------|------------------|--------|----------------------------|
| BS2 | To understand the concept of privacy and its implications for both children and adults, including that it is not always right to keep secrets if they relate to being safe | C2U4L6 | | | C2U1L4 C2U4L5 | C2U1L1 | |
| BS3 | To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact | | C1U3L7 | | C2U4L5 | C2U4L1 | |
| BS4 | To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know | C2U4L6 | C2U4L7 | | C2U4L5 C2U4L6 | | |
| BS5 | To know how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust | | C2U4L7 | | C2U4L6 | C2U4L1 | C2U4L4 RSE L4 |
| BS6 | To know how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so | C2U4L6 | C2U4L7 | | C2U4L6 | C2U4L1 | C2U3L2 C2U4L4 RSE L4 |
| BS7 | To know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources | | C2U4L7 | C2U1L2 | C2U4L6 | | C2U4L4 |