

**Ashwell Primary School**  
**PSHCE Curriculum**  
**Families and Relationships Knowledge Organiser**



**EYFS – Families and Relationships**

Nursery	<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> </ul> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>
Reception	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> </ul> <p>Express their feelings and consider the feelings of others.</p>
Early Learning Goal	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul> <p>Show sensitivity to their own and to others' needs.</p>

**Curriculum Enrichment / Cultural Capital Opportunities**

Anti-bullying Week

## Year 1 – Families and Relationships

### Core Knowledge / skills to be acquired:

- Exploring how families are different to each other.
- To understand that families look after us.
- To know some words to describe how people are related (eg. aunty, cousin).
- To know that some information about me and my family is personal.
- Exploring how friendship problems can be overcome.
- Exploring friendly behaviours.
- To understand some characteristics of a positive friendship.
- To understand that friendships can have problems but that these can be overcome
- To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.

### Key Vocabulary:

- behaviour
- care
- emotions
- family
- feelings
- friend
- friendly
- problem
- stereotype

### Curriculum Enrichment / Cultural Capital Opportunities

- Anti-bullying Week

### Prior knowledge / skills this builds on (ELG):

- Talk about the lives of the people around them and their roles in society.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs

### What comes next (Y2):

- Understanding ways to show respect for different families.
- To know that families can be made up of different people.
- To know that families may be different to my family.
- Understanding difficulties in friendships and discussing action that can be taken.
- To know some problems which might happen in friendships.
- To understand that some problems in friendships might be more serious and need addressing.
- Exploring the conventions of manners in different situations.
- To understand what good manners are.
- To understand some stereotypes related to jobs.
- Exploring how loss and change can affect us.
- To know that there are ways we can remember people or events.

## Year 2 – Families and Relationships

### Core Knowledge / skills to be acquired:

- Understanding ways to show respect for different families.
- To know that families can be made up of different people.
- To know that families may be different to my family.
- Understanding difficulties in friendships and discussing action that can be taken.
- To know some problems which might happen in friendships.
- To understand that some problems in friendships might be more serious and need addressing.
- Exploring the conventions of manners in different situations.
- To understand what good manners are.
- To understand some stereotypes related to jobs.
- Exploring how loss and change can affect us.
- To know that there are ways we can remember people or events.

### Key Vocabulary:

- friendship
- love
- manners
- feelings
- emotions
- family
- stereotype
- respect

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### Core Knowledge / skills this builds on (Y1):

- Exploring how families are different to each other.
- To understand that families look after us.
- To know some words to describe how people are related (eg. aunty, cousin).
- To know that some information about me and my family is personal.
- Exploring how friendship problems can be overcome.
- Exploring friendly behaviours.
- To understand some characteristics of a positive friendship.
- To understand that friendships can have problems but that these can be overcome.
- To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.

### What comes next (Y3):

- Learning that problems can occur in families and that there is help available if needed.
- To know that I can talk to trusted adults or services such as Childline if I experience family problems. Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.
- To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event.
- To know that violence is never the right way to solve a friendship problem.
- Identifying who I can trust. Exploring the negative impact of stereotyping.
- To know that trust is being able to rely on someone and it is an important part of relationships.
- To understand that there are similarities and differences between people.

### Year 3 – Families and Relationships

#### Core Knowledge / skills to be acquired:

- Learning that problems can occur in families and that there is help available if needed.
- To know that I can talk to trusted adults or services such as Childline if I experience family problems. Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.
- To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event.
- To know that violence is never the right way to solve a friendship problem
- Identifying who I can trust. Exploring the negative impact of stereotyping.
- To know that trust is being able to rely on someone and it is an important part of relationships.
- To understand that there are similarities and differences between people.

#### Key Vocabulary:

- bullying
- communicate
- empathy
- open questions
- similar
- solve
- stereotype
- sympathy
- trust

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#### Core Knowledge / skills this builds on (Y2):

- Understanding ways to show respect for different families.
- To know that families can be made up of different people.
- To know that families may be different to my family.
- Understanding difficulties in friendships and discussing action that can be taken.
- To know some problems which might happen in friendships.
- To understand that some problems in friendships might be more serious and need addressing.
- Exploring the conventions of manners in different situations.
- To understand what good manners are.
- To understand some stereotypes related to jobs.
- Exploring how loss and change can affect us.
- To know that there are ways we can remember people or events.

#### What comes next (Y4):

- Exploring physical and emotional boundaries in friendships.
- To understand the different roles related to bullying including victim, bully and bystander.
- To understand that everyone has the right to decide what happens to their body
- To understand the courtesy and manners which are expected in different scenarios.
- To understand some stereotypes related to disability.
- Discussing how to help someone who has experienced a bereavement.
- To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

## Year 5 – Families and Relationships

### Core Knowledge / skills to be acquired:

- Identifying ways families might make children feel unhappy or unsafe.
- To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.
- Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.
- To understand what might lead to someone bullying others.
- To know what action a bystander can take when they see bullying.
- Exploring and questioning the assumptions we make about people based on how they look.
- To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability

### Key Vocabulary:

- attributes
- bullying
- bystander
- cyberbullying
- marriage
- secret
- wedding

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### Core Knowledge / skills this builds on (Y4):

- Exploring physical and emotional boundaries in friendships.
- To understand the different roles related to bullying including victim, bully and bystander.
- To understand that everyone has the right to decide what happens to their body
- To understand the courtesy and manners which are expected in different scenarios.
- To understand some stereotypes related to disability.
- Discussing how to help someone who has experienced a bereavement.
- To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

### What comes next (Y6):

- Identifying ways to resolve conflict through negotiation and compromise.
- To know that a conflict is a disagreement or argument and can occur in friendships.
- To understand the concepts of negotiation and compromise.
- Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. To understand what respect is.
- To understand that everyone deserves respect but respect can be lost.
- To understand that stereotypes can lead to bullying and discrimination.
- Exploring the process of grief and understanding that it is different for different people.
- To understand that loss and change can cause a range of emotions.
- To know that grief is the process people go through when someone close to them dies.

## Year 6 – Families and Relationships

### Core Knowledge / skills to be acquired:

- Identifying ways to resolve conflict through negotiation and compromise.
- To know that a conflict is a disagreement or argument and can occur in friendships.
- To understand the concepts of negotiation and compromise.
- Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. To understand what respect is.
- To understand that everyone deserves respect but respect can be lost.
- To understand that stereotypes can lead to bullying and discrimination.
- Exploring the process of grief and understanding that it is different for different people.
- To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

### Key Vocabulary:

- authority
- conflict
- earn
- expectation
- grief
- grieving
- resolve
- respect
- stereotype

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### Core Knowledge / skills this builds on (Y5):

- Identifying ways families might make children feel unhappy or unsafe.
- To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.
- Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.
- To understand what might lead to someone bullying others.
- To know what action a bystander can take when they see bullying.
- Exploring and questioning the assumptions we make about people based on how they look.
- To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability

### What comes next (KS3):

- The difference between biological sex, gender identity and sexual orientation
- To recognise that sexual attraction and sexuality are diverse
- That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- How the media portrays relationships and the potential impact of this on people's expectations of relationships
- To clarify and develop personal values in friendships, love and sexual relationships
- The importance of trust in relationships and the behaviours that can undermine or build trust
- How to safely and responsibly form, maintain and manage positive relationships, including online
- The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)