

Ashwell Primary School
PSHCE Curriculum
‘Connecting with Others’ Knowledge Organiser



EYFS – Building Relationships: Special Relationships

Nursery	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. 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
Reception	<ul style="list-style-type: none"> • Build constructive and respectful relationships. Express their feelings and consider the feelings of others.
Early Learning Goal	<ul style="list-style-type: none"> • 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.

Curriculum Enrichment / Cultural Capital Opportunities

Anti-bullying Week

Year 1 – Connecting with Others: How can I help myself and others feel safe?

Core knowledge to be acquired:

- How some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill).
- Spending time with family is important because it helps people build strong relationships and feel loved and supported.
- All families have arguments sometimes.
- Home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school.
- Within families, just like in all relationships, violence is not an acceptable way to deal with problems.
- Respectful disagreement is part of healthy relationships.
- It is okay to feel upset but it is not okay to act in unkind ways or to hurt others.
- Sometimes they may need to pause before reacting.
- Saying sorry can help make things better when something goes wrong.
- Everyone has feelings and kind words can help solve problems.
- We might feel cross, upset or disappointed when things do not go our way.
- We can say what we need or do not like in a kind way.
- Friends are people who like to spend time together and who are kind and helpful to one another.
- Having friends can help you feel happy and stop you from feeling lonely.
- Loneliness means feeling alone, not just being alone.
- Friends will not always agree on everything.
- Being polite is a way of treating others with kindness.
- We share spaces with others and need to be kind and consider others around us.
- Everyone has different likes, dislikes and feelings.
- Something we enjoy might not be enjoyable for someone else.
- Everyone is unique and important.
- Everyone has different strengths or things they are good at.
- They can feel proud of themselves for trying their best.

Core skills to be acquired:

- Talking about how families are special.
- Identifying different ways family members help each other.
- Recognising when someone in a family might need support.
- Exploring why spending time with family is important to them.
- Identifying some appropriate and inappropriate responses to family disagreements.
- Beginning to express disagreement calmly (e.g. 'I don't agree' or 'Can I have a turn too?').
- Solving some minor disagreements with peers, using compromise, turn-taking or asking for help from an adult.
- Recognising and admitting when they or others have behaved in an unkind way.
- Expressing basic feelings (e.g. 'I feel sad') and needs politely (e.g. 'Please stop').
- Using polite words to ask for help or solve small problems.
- Beginning to use calming strategies with adult support.
- Discussing what makes a good friend (e.g. kind, sharing).
- Discussing why friendships are important to them.
- Using simple, polite phrases in everyday situations.
- Showing respectful behaviour towards others by listening, sharing and taking turns.
- Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall).
- Talking about things they are good at and enjoy.
- Recognising and naming their own feelings and achievements.
- Beginning to set simple personal goals, e.g. 'I want to learn to tie my shoelaces'.
- Practising positive self-talk with adult support, e.g. 'I can do it if I keep trying'.

Key Vocabulary:

fair friendly lonely polite share strengths safe trust trusted adult unfair

Curriculum Enrichment / Cultural Capital Opportunities

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Year 2 – Connecting with Others: How can I build safe, kind and caring relationships with others?

Core knowledge to be acquired:

- People in a community can be different from each other, which makes the community interesting and special.
- The differences between people are something to celebrate.
- It is unfair to treat someone differently just because they are different from you.
- It is important to treat everyone with kindness and respect.
- Families can include different members (e.g. siblings, single/multiple parents, adoptive parents, LAC, step-parents).
- Everyone has the right to say no, even to people they know.
- It is never their fault if someone does something that makes them feel uncomfortable or unsafe.
- They should seek help if: someone is unkind, hurts them or someone else; they feel scared, worried or confused; someone asks them to keep a secret that makes them uncomfortable.
- They can talk to a trusted adult if someone crosses a boundary.
- Bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('several times on purpose').
- They should tell an adult if they or someone they know is being bullied ('start telling other people').

Core skills to be acquired:

- Describing who is in their family.
- Discussing how families are all unique.
- Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs).
- Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging.
- Asking permission before touching or using someone else's things.
- Expressing their own boundaries using simple language (e.g. 'I don't like that').
- Respecting when others say no or need space.
- Using roleplay to ask for help with clear, simple words, such as 'I need help' or 'something is wrong'.
- Naming trusted adults at home and school.
- Recognising bullying behaviour in simple scenarios.
- Naming how someone might feel if they are being bullied.

Key Vocabulary:

belong
carer

bullying
family

calm

Curriculum Enrichment / Cultural Capital Opportunities

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Year 3 – Connecting with Others: What helps us feel safe and included?

Core knowledge to be acquired:

- Family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork).
- Every family faces challenges.
- That families should make them feel loved, safe and supported.
- That different families might show love and spend time together in different ways.
- Even though families may look very different, they usually have love and care for each other at their core.
- That there are many different family types: families come in many forms and deserve to be treated with kindness.
- That every family faces challenges at some point, and help is always available to children when they need it.
- That apologising and discussing feelings can help solve problems and maintain good relationships.
- Respect means treating others as you would like to be treated: with kindness and fairness.
- Respecting boundaries helps keep relationships safe and healthy.
- Self-respect means valuing yourself and treating yourself with kindness.
- Trying new things, learning from mistakes and achieving goals can build confidence.
- That there are different types of bullying, including physical, verbal and online (cyberbullying).
- That bullying may target someone’s appearance, beliefs or abilities.

Core skills to be acquired:

- Describing different ways families can spend time together.
- Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc.).
- Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement, etc).
- Identifying characteristics they look for in a friend and why.
- Considering practical ways they can be a good friend to others.
- Using respectful language when disagreeing or solving problems with others.
- Analysing situations and discussing appropriate and inappropriate responses.
- Handling minor disagreements independently and fairly, using learnt techniques like negotiation and compromise.
- Communicating personal boundaries clearly (e.g. ‘I am not comfortable with that’).
- Recognising when someone’s behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult).
- Practising saying no or expressing disagreement respectfully.
- Communicating simple boundaries clearly (e.g. ‘I don’t want to play that game’).
- Identifying their own characteristics, strengths, skills and interests.
- Reflecting on personal achievements and progress.
- Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel.
- Identifying examples of different types of bullying in various contexts, including online.
- Explaining how bullying can affect someone’s feelings and mental wellbeing, and developing empathy towards those who are targeted.

Key Vocabulary:

behaviour boundaries falling-out friendship relationship respect self-respect

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Year 4 – Connecting with Others: How can we respect each other?

Core knowledge to be acquired:

- To know within families, just like in all relationships, violence is not an acceptable way to deal with problems.
- To know they do not have to be friends with everyone and others do not have to be friends with them, but everyone has the right to be treated with respect and kindness.
- To know healthy friendships should help them feel included, valued and supported, especially during difficult times.
- That many people experience feelings of loneliness at times.
- They should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend.
- That apologising and discussing feelings can help solve problems and maintain good relationships.
- That respectful disagreement is a normal part of healthy relationships.
- That compromise and fairness are vital to any friendship.
- Respect means treating others as you would like to be treated: with kindness and fairness.
- Good manners are a way of showing respect to other people.
- That different people may have different needs and preferences in the same space.
- That respecting boundaries helps keep relationships safe and healthy.
- Physical, emotional and digital boundaries are all important.
- Some secrets are safe (e.g. a surprise party) but others may be unsafe if they make someone feel worried, scared or uncomfortable.
- Being assertive means speaking up calmly and politely without being unkind.
- That being kind does not mean always agreeing or giving in.
- They cannot always have what they want and that others may want different things, so it is often important to find a compromise.
- Disappointment and frustration are normal feelings and will pass.
- Self-respect means valuing yourself and treating yourself with kindness.
- A stereotype is an unfair assumption about a group of people, without considering them as individuals.
- That people should be treated as individuals and with respect.
- There may be times when they see or become aware of bullying happening to others, either in person or online.
- They can speak to more than one trusted adult if the first person does not help or take action straightaway.
- They should seek help if someone touches them or speaks to them in a way that feels wrong, including online; they feel pressured to do something unsafe or that they do not want to do, including online; and they see or hear something that worries them, even if it is not about them, including online.

Core skills to be acquired:

- Beginning to recognise unhealthy or unhappy friendships.
- Taking ownership of their actions and explaining how they have acted impulsively or unkindly.
- Using manners when getting someone's attention, eating meals together, moving around the school or the classroom and speaking to new people.
- Considering how words, tone and body language can show respect or disrespect, and recognising how this influences how others perceive them.
- Identifying respectful and disrespectful behaviours in a range of scenarios.
- Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music).
- Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema).
- Listening and responding respectfully when someone makes a request or expresses a boundary.
- Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk).
- Setting and working towards personal goals with more independence.
- Beginning to challenge negative self-talk and compare themselves less to others.
- Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes).
- Rehearsing what to do or say when they see bullying happening.
- Practising how they would ask for help and say 'no' in certain situations.
- Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).

Key Vocabulary:

assertive

compromise

disrespect

manners

respect

self-respect

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Year 5 – Connecting with Others: Why are healthy relationships important?

Core knowledge to be acquired:

- 'Commitment' means promising to be with someone through good and bad times.
- That marriage and civil partnerships are legal commitments between two people based on love and care.
- Parents/carers are there to guide children and protect them, and this might mean setting boundaries or rules.
- Families should support and protect the physical and mental health of all members and provide love and security to children.
- Family functions (e.g. support and caregiving) may be shared differently in different families.
- The central function of any family is to provide stability and safety to its members, especially children.
- They can speak to someone at school or Childline if a family relationship is making them feel unsafe.
- That families should support and protect the physical safety and mental health of all members.
- That close friendships are important for people's happiness and mental health.
- The signs of unhealthy friendships might be one-sidedness, frequent criticism, controlling behaviours, constant conflict or unreliable or untrustworthy actions.
- How people deal with fallouts and disagreements can affect how strong their friendships become.
- People who pressure, lie, or break promises may not be trustworthy.
- It is ok to end a friendship if it is unhealthy or makes them unhappy.
- Some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques).
- It is important to regulate our responses to emotions so they do not control our feelings and actions.
- If conflict exists, using violence or aggression is not acceptable and will make things worse.
- People should try to balance their own needs and wants with the needs and rights of those around them to be respectful.
- That people have a responsibility to each other to behave appropriately and fairly.
- That healthy relationships involve mutual trust, respect and consent.
- They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe.
- How to express needs and boundaries respectfully and confidently.
- The difference between being assertive, passive, aggressive and controlling (coercive).
- They can be kind and respectful to others without ignoring their own needs.
- Identity includes values, beliefs, likes, dislikes and cultural background.
- How to get help from trusted adults, school procedures or external support services (e.g. Childline).

Core skills to be acquired:

- Discussing how the time spent with family may change as they get older and how these relationships might evolve.
- Reflecting on how they support their families, how their families support them and why this is important to their families.
- Exploring different ways parents or carers might protect and show care for their children.
- Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect).
- Analysing how different contexts can influence family roles and relationships.
- Recognising and respecting different types of families.
- Recognising when a family relationship seems unsafe or unhealthy.
- Considering the importance of friendships and the different ways friendships can enhance our lives.
- Suggesting ways people can make new friends throughout their lives.
- Recognising that friendships will change and evolve over time.
- Describing some signs of unhealthy or unhappy friendships.
- Resolving conflict using calm, assertive communication (e.g. 'I feel... when you...' statements).
- Self-identifying when they need to adjust their behaviour.
- Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings.
- Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future.
- Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.
- Practising discussing disagreements without blaming others or over-reacting.
- Recognising and celebrating their own identity and what makes them unique.
- Practising ways to safely speak out against unfairness or exclusion, using respectful language.
- Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).

- They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why, or are unsure who to trust, including online; or they are worried about someone else being hurt or treated badly, including online.

- Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.
- Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box)

Key Vocabulary:

civil partnership

commitment

conflict

influence

marriage

support

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Year 6 – Connecting with Others: What does it mean to stand up for myself and others?

Core knowledge to be acquired:

- They can speak to someone at school or Childline if a family relationship is making them feel unsafe.
- How people deal with fallouts and disagreements can affect how strong their friendships become.
- People who pressure, lie or break promises may not be trustworthy.
- Some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques).
- It is important to regulate our responses to emotions so they do not control our feelings and actions.
- If conflict exists, using violence or aggression is not acceptable and will make things worse.
- Respect can also mean recognising someone's role or responsibility (e.g. showing respect to teachers, leaders or people in public service).
- People should try to balance their own needs and wants with the needs and rights of those around them to be respectful.
- That people have a responsibility to each other to behave appropriately and fairly.
- That healthy relationships involve mutual trust, respect and consent.
- It is okay to say no, to change their mind or change a boundary, even if they previously gave permission.
- Crossing someone's boundary, even as a joke, can harm trust and damage relationships.
- They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe.
- How to express needs and boundaries respectfully and confidently.
- They can be kind and respectful to others without ignoring their own needs.
- That behaving in ways that align with our values contributes to self-respect.
- Self-respect supports good mental health and happiness and aids personal growth.
- Identity includes values, beliefs, likes, dislikes and cultural background.
- Developing interests and achieving goals helps build self-esteem.
- Discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability.
- That stereotypes can be harmful because they limit what people believe they can do or become.
- A bystander is someone who sees or knows that bullying is happening but does not take part or take action.

Core skills to be acquired:

- Analysing how different contexts can influence family roles and relationships.
- Resolving conflict using calm, assertive communication (e.g. "I feel... when you..." statements).
- Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings.
- Using courtesy and manners in a variety of situations, such as being late, forgetting something, admitting a mistake, challenging something respectfully and in a new or unfamiliar environment.
- Considering how to apply respectful behaviour across different settings (e.g. school, public places, online).
- Practising adapting communication to show respect in formal and informal situations, with both peers and adults.
- Recognising situations where their personal preferences may conflict with others' needs and responding appropriately (e.g. not playing music aloud on transport, being aware of body space).
- Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements).
- Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.
- Recognising when to stand up for themselves and when to compromise.
- Discussing real-life examples of balancing their own needs with those of others.
- Practising discussing disagreements without blaming others or over-reacting.
- Recognising and celebrating their own identity and what makes them unique.
- Reflecting on personal values and how these should influence their behaviour and choices.
- Setting personal goals and planning how to work towards them.
- Practising self-care strategies that support emotional wellbeing.
- Noticing where stereotypes might appear, such as in books, games, adverts or everyday language.
- Considering how people are shown respect or disrespect in real-life situations, such as in the news or sports.
- Practising ways to safely speak out against unfairness or exclusion, using respectful language.
- Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders.
- Demonstrating safe and effective ways to respond to bullying, both in person and online.
- Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).

- An upstander is someone who witnesses bullying and chooses to take safe and appropriate action.
- That bullying can seriously affect the mental health of those involved and can have a long-term impact.
- They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why or are unsure who to trust, including online or they are worried about someone else being hurt or treated badly, including online.

- Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.
- Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).

Key Vocabulary:

bystander

discrimination

empathy

self-esteem

stereotypes

upstander

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