

Puzzle 5: Relationships

Relationships	Working towards	Working at	Working beyond
Ages 5-6	I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I need it.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself. I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.
Ages 6-7	When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.
Ages 7-8	I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries. I can tell you how I depend on other people and how other people depend on me.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens. I can express a sense of the responsibility we have for each other because of these connections.
Ages 8-9	I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.
Ages 9-10	I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you why some feelings might lead to someone using technology to harm me or others.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.

Ages 10-11	I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others. I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.
Ages 11-12	I can give examples of the different types of social groups I may belong to, including friendship, romantic relationships, family and in wider society. I can suggest ways that I or others may behave emotionally within social groups in certain situations.	I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.	I can analyse why people may experience different feelings when having a shared experience and how this could relate to their behaviour. I can evaluate strategies that might support myself or others in situations where there are conflicts or times of personal change and any role that I might play in that.