Positive Relationships Curriculum Progression Map

Healthy minds, body language

Our Positive Relationships key concepts are:

- *Self awareness and awareness of others*
- *My feelings and other people's feelings*
- *Healthy minds (mental health and wellbeing)*
- *Building positive and healthy relationships/behaviour of self and others (including online relationships)*
- *Conversation skills*

These concepts have been chosen with the PSHE National Curriculum in mind and based on the needs of our pupils. Progression in skills comes from the AET framework and embeds key research from key authors such as Ross Greene, Daniel Siegal and Dan Hughes which is interwoven through our school culture. The yearly program has been written to allow pupils to revisit topics every year to progress through skills listed in the AET Framework. Our key concepts will be revisited each year (through weekly lessons and PDP targets) so that pupils are able to rehearse their social skills and understanding in different contexts and stages of their lives.

Pre Scheme A (focus on functional communication)
• Knows/ responds to own name • Can identify picture of self • Can identify another person • Responds to another person • Returns greeting in routine context • Knows names of others • Knows basic feelings in myself e.g. happy, sad, angry, scared

Please note: These are some skills that pupils who are focusing on functional communication will be taught through daily routines. These skills are needed to be able to access Scheme A. However, these pupils will be focusing on a range of areas from the AET framework and their individual SALT plans to develop their functional communication. Therefore PDP targets will come from their priority area from the AET framework.

		Scheme A	Scheme B	Scheme C	Scheme D
Term 1	Key Concept	Self awareness	Self awareness	Self awareness	Self awareness/ Future planning
	Topic	**To be able to describe my appearance and what I like/dislike.**	**To develop my awareness of my strengths, weaknesses, qualities and personality traits.**	**To develop strategies to support my strengths, weaknesses and personality traits.**	**To use my self awareness to support future plans.**
	Composite Skills	**4. Self awareness** **4.1 Identifies own characteristics** Identifies features of own physical appearance (hair, eyes, biological sex, height) **4.2 Identifies interests and strengths** Identifies activities / interests they like / dislike **5.1 emotional understanding: expresses preferences** Recognises own preferences Expresses preferences Shares interests with others Expresses why they like some things more than others	**4. Self awareness** **4.1 Identifies own characteristics** Identifies preferences in relation to own appearance **4.2 Identifies interests and strengths** Identifies own strengths / talents Recognises and expresses how they feel when they are doing something they enjoy / succeed at **Links to Healthy Living (3.1)** Identifies strengths **Links to 5.3 (Learning and engagement) knows learning strengths** **4.4 Identifies difficulties** Identifies what they find difficult Recognises and expresses how finding things difficult makes them feel **Links to 5.4 (Learning and engagement) knows**	**4. Self awareness** **4.2 Identifies interests and strengths** Identifies ways in which interests, strengths and talents might lead to opportunities in the future Seeks to extend their areas of strength **4.4 Identifies difficulties** Makes use of own strategies to help them overcome difficulties Makes use of strategies suggested by others to help them overcome difficulties **4.3 Understands own diagnosis** <mark>(Pioneers only)</mark> Understands diagnosis of autism and how this makes them different from non-autistic people Understands the impact on them that can	**4.5 Is aware of change in relation to self** Identifies ways they have changed and ways they have stayed the same over time Identifies how they might change in the future **4.6 Participates in planning for own future** Contributes to setting own goals or targets Identifies realistic aspirations for the future **Links to 5.5, 5.6, 5.7 (Learning and engagement) learning goals.** **Links to community participation**

		Links to Healthy Living (3.1) Identifies physical characteristics Identifies interests	**learning difficulties** **4.1 Identifies own characteristics** Identifies features of own personality (describe my qualities and personality traits)	be caused by environments not being autism-friendly. Links to sensory processing: **1.2 Understands own sensory needs**	<mark>Metacognition</mark>
Term 2		Scheme A	Scheme B	Scheme C	Scheme D
	Key Concept	Awareness of others	Awareness of others	Awareness of others Community	Awareness of others Online Relationships
	Topic	**To be able to describe other people's appearance and what they like/ dislike.**	**To develop my awareness of other people's strengths, weaknesses, qualities and personality traits.**	**To develop my awareness of others in the community.**	**To develop my awareness of others when online.**
	Composite Skills	**4. Self awareness** **4.1 Identifies own characteristics** Identifies physical similarities and differences between self and others **Links to Healthy Living 3.2 Recognises and accepts differences between people** Recognises similarities and differences between self and others	**4. Self awareness** **4.1 Identifies own characteristics** Identifies similarities and differences in character/ personality between self and others **5. Evaluating own learning** **5.3 Knows and applies own strengths** Knows that different people are good at different things **Links to Healthy Living 3.2 Recognises and accepts differences between people** Recognises similarities and differences between self and others Accepts that there are a variety of different types	<mark>Awareness of other people's diagnosis (Autism etc.)</mark> <mark>Covered introverts, extroverts, enneagrams- see tracker</mark> **Independence and community participation** **2. Personal safety** 2.3 Keeps safe when out in the community ·Recognises potentially unsafe situations and takes appropriate action ·Keeps belongings / personal information safe when out in the community ·Is aware of potential 'stranger danger' and knows how to respond ·Makes informed judgement about giving out personal information	**Independence and community participation** **2. Personal safety** 2.5 Keeps safe on-line (e-safety) · Keeps personal information safe when using social media / gaming (including privacy settings) ·Understands consequences of sharing information on social media ·Makes decisions about 'friend' requests on social media ·Knows to inform adult if an online acquaintance asks to meet · Informs adult of anything they encounter online that makes them feel uncomfortable · Knows how to block or report people or content

			of person Shows respect for others	·Understands and applies the need for self and others to have privacy in some community settings ·Maintains social distance appropriate to the community situation ·Recognises that others' proposals / suggestions may pose a risk · Chooses to say 'No' to risks or suggestions proposed by others **(brain development in teenagers)**	·Understands consequences of own actions when using social media or the Internet Refer to cyberbullying
Term 3		Scheme A	Scheme B	Scheme C	Scheme D
	Key Concept	My feelings Healthy minds	My feelings Healthy minds	My feelings Healthy minds	My feelings Healthy minds
	Topic	To be able to identify basic feelings within myself.	To be able to identify a range of feelings within myself.	To develop my ability to identify when my emotional state is changing.	
	Composite Skills	**Emotional understanding and self-awareness** **1. Understanding and expressing own emotions** **1.1 Expresses a range of emotions** Intentionally communicates their emotions to others **1.2 Identifies own emotions** Identifies simple emotions in relation to self eg. sad/ happy, angry/afraid	**Emotional understanding and self-awareness** **1. Understanding and expressing own emotions** **1.1 Expresses a range of emotions** Expresses emotions in keeping with the situation Expresses emotions in proportion to the situation **1.2 Identifies own emotions** Identifies more complex emotions in relation to self Identifies physical feelings related to emotions Identifies degrees of feelings within an emotion	**Emotional understanding/ self-awareness** **1. Understanding and expressing own emotions** **1.1 Expresses a range of emotions** Adapts expression of emotions to suit situation/audience **1.3 Identifies cause of emotion** Predicts likely emotional responses to a given situation Reflects on previous experiences of emotions and can identify emotions linked to situations / events Knows that emotions can be linked to	**Focus on Healthy Minds** https://www.youngminds.org.uk/professional/resources/building-positive-mental-health/

		1.3 Identifies cause of emotion Makes connection between an emotion and what has caused it	**1.3 Identifies cause of emotion** Knows what usually / typically makes them feel positive emotions Knows what usually / typically makes them feel negative emotions	physical / hormonal changes **(brain development in teenagers)** Recognises when their emotional state is changing **4.5 Is aware of change in relation to self** Identifies when their feelings / behaviour are different from their 'normal' Seeks help in relation to changes in feelings / behaviour	
Term 4		Scheme A	Scheme B	Scheme C	
	Key Concept	Other people's feelings Building relationships	Other people's feelings Building relationships	Other people's feelings Building relationships	
	Topic	**To be able to identify basic feelings in others.**	**To be able to identify a range of feelings in others.**	**To develop my ability to recognise a range of feelings/emotions in others and adapt my response appropriately.**	
	Composite Skills	**Emotional understanding and self-awareness** **3. Understanding others' emotions / intentions** **3.1 Recognises and responds to emotions in others** Recognises emotions in others in teaching materials Recognises emotions in others in real situations	**Emotional understanding and self-awareness** **3. Understanding others' emotions / intentions** **3.1 Recognises and responds to emotions in others** Relates non-verbal communication to the expression of emotions (body language, facial expression, tone of voice) Takes appropriate action in response to emotions in others **3.2 Identifies cause of emotions in others**	**To learn what a healthy relationship is To learn what an unhealthy relationship is** **Emotional understanding and self-awareness** **3. Understanding others' emotions / intentions** **3.1 Recognises and responds to emotions in others** Demonstrates understanding of the emotions of others in how they try to	

		3.2 Identifies cause of emotions in others Suggests reason for an emotion using situational cues within teaching materials Identifies cause of emotion in others in real situations	Identifies possible cause of another's emotions towards themselves **3.5 Is aware of difficulties with 'reading' others' emotions / intentions** Tells others that 'reading' others' emotions or thoughts can be difficult Asks others to clarify/explain their emotions/intentions	resolve conflict or negotiate	
Term 5		Scheme A	Scheme B	Scheme C	Scheme D
	Key Concept	Behaviour of self and others/ Healthy minds	Behaviour of self and others Conflict in relationships	Behaviour of self and others Risk in relationships	Behaviour of self and others Adapting behaviour/problem solving
	Topic	**Takes part in planning and preparing strategies to manage own emotions and behaviour**	**Reflects on behaviour and makes judgements relating to others' behaviour.**	**Identifies potential or actual risk within situations and responds to negative behaviour (Link to online relationships)**	**Takes action to sustain positive relationships and solve problems in relationships.** Link to online relationships
	Composite Skills	**Emotional understanding and self-awareness** **2. Managing emotions and behaviour** **2.3 Takes part in planning and preparing strategies to manage own emotions and behaviour (Growth mindset/healthy minds/lifestyle)** · Participates in identifying	**Emotional understanding and self-awareness** **2. Managing emotions and behaviour** **2.5 Reflects on behaviour** · Reflects on own behaviour · Links behaviour to thoughts and feelings in self and others · Recognises that behaviour choices can have good / bad consequences (natural consequences/feelings) · Recognises how their behaviour can affect others · Evaluates effectiveness of self-regulation strategies **Emotional understanding and self-awareness** **3. Understanding others' emotions / intentions**	**Emotional understanding and self-awareness** **3. Understanding others' emotions / intentions** **3.4 Identifies potential or actual risk within situations** · Identifies risks involved in particular situations · Takes action to avoid putting self in vulnerable situation · Identifies situations where they should resist pressure from others · Knows how to seek help and advice when unsure of how to respond to pressure from others	**Social understanding and relationships** **4. Positive relationships and friendships (peers)** 4.4 Takes action to sustain positive relationship · Recognises when own behaviour has offended or hurt another · Adapts behaviour according to familiarity of peer · Adapts behaviour to sustain positive relationship · Apologises / repairs the interaction if own behaviour offends or hurts another · Seeks help / advice on friendships / relationships · Recognises when Support is required **Interests, routines and processing**

		Scheme A	Scheme B	Scheme C	Scheme D
		strategies to help self-regulate · Participates in adapting environment/ taking preventative action to help themselves self-regulate · Practices self-regulation strategies during calm periods · Understands the benefits of strategies for reducing stress and anxiety in a preventative way · Understands that different strategies help if applied to different emotions / situations	**3.3 Makes judgements relating to others' behaviour** · Differentiates between friendly and unfriendly behaviour in others · Identifies different forms of bullying (cyberbullying) · Knows ways to get help when threatened by behaviour of others · Seeks help when feels threatened by behaviour of others **Social understanding and relationships** **4. Positive relationships and friendships (peers)** **4.5 Recognises negative or bullying behaviour towards self or others** **Knows how to respond when others show hurtful, inappropriate or bullying behaviour**	**Emotional understanding and self-awareness** **5. Developing confidence and self-esteem** 5.4 Responds to negative behaviour · Is confident in saying No in situations that may pose a risk · Seeks help in situations that may pose risk Link to online relationships	**4. Problem solving and thinking skills (Plan B)** 4.6 Recognises and takes action to solve problems · Recognises problem within a familiar situation · Recognises a problem within an unfamiliar situation · Takes action to solve a familiar problem ·Takes action to solve an unfamiliar problem · Asks for help with a problem · Request information to solve a problem · Uses information from the context to solve a problem · Uses information from other situations to solve problem 4.7 Reflects on problems encountered and strategies used · Reflects on problem solving strategies used within a previous situation · Suggests alternative strategies that may have been effective or preferable in a previous situation Link to online relationships
Term 6		**Scheme A**	**Scheme B**	**Scheme C**	**Scheme D**
	Key Concept	Conversation skills	Conversation skills	Conversation skills	Conversation skills
	Topic	Gains another's attention in a socially expected way.	Takes lead in a conversation and responds appropriately to others.	Maintains the flow of a conversation and listens to others.	Accepts changes and incorporates others' interests and needs in conversations.
	Composite Skills	Communication and interaction 6. Conversations 6.1 Gains another's attention -Gains attention before attempting communication -Gains attention by using name of communicative partner. -Gains attention using appropriate phrase or convention.	Communication and interaction 6. Conversations 6.2 Takes lead in conversation -Checks they have another's attention before talking to them. -Initiates conversation using appropriate conversation 'opener'. -Asks relevant questions -Ends conversation using conventional strategies 6.3 Responds to conversation partner.	Communication and interaction 6. Conversations **6.4 Maintains flow of conversation** · Keeps to topic of conversation · Keeps topic of conversation relevant and appropriate ·Switches to a different topic within conversation ·Expresses opinions, feelings, thoughts related to topic ·Acknowledges others' feelings, thoughts	Social understanding and relationships 4. Positive relationships and friendships (peers) 4.3 Takes account of others' interests /needs/feelings within interactions ·Accepts change of conversational topic ·Accommodates others' interests / ideas within a conversation / activity ·Stays engaged with activity / conversation when on another's agenda / topic ·Asks rather than tells when planning what

		-Uses greeting to gain attention. 7. Non-verbal communication 7.1 Adapts communication / behaviour to suit situation ·Uses voice appropriate to the interaction (uses appropriate voice volume) ·Maintains social distance appropriate to the situation (uses appropriate personal space) Links to Healthy Living 3.4	-Actively listens to other person in conversation. -Takes turns within conversation. Answers questions to maintain conversation. -Interrupts politely at an appropriate point within conversation. -Monitors listener's response and changes behaviour accordingly within conversation. -Adapts information according to listener's knowledge within conversation.	related to topic **7. Non-verbal communication** 7.2 Shows evidence of 'active listening' ·Looks / turns towards person who is communicating ·Indicates engagement through facial expression / body language ·Indicates interest or agreement using gesture / vocalisation ·Indicates when they do not understand something they have heard ·Makes relevant comments in response to what they have heard	they are going to do ·Accepts if peer declines, rejects interaction or terminates the interaction 7. Non-verbal communication 7.3 Understands non-verbal communication ·Understands familiar gesture in context ·Understands head shaking / nodding ·Understands common social gestures ·Responds to facial expression as part of communication ·Recognises and responds to tone of voice