Richmond Methodist Primary School

Friendships and Bullying

Whole-School Progression Map: Nursery to Year 6

Intent

At Richmond Methodist Primary School (RMS), our vision to **"do all the good we can"** underpins our approach to friendships, inclusion and preventing bullying. We aim for every child to feel safe, valued and included, in keeping with our commitment to being **"Ready, Mutually Respectful and Safe"** and our belief that our school is **"for all"**.

Our curriculum supports pupils to develop positive friendships, empathy, respect, emotional literacy and the confidence to seek help. Learning progresses from early social interaction and kindness to recognising bullying, discrimination, peer pressure and harmful behaviour, and knowing how to respond safely.

Nursery — Building early relationships

Learning focus: Belonging, feelings and kindness

- Develop positive interactions with familiar adults and other children.
- Begin to share, take turns and play alongside others.
- Recognise and express basic feelings, such as happy, sad, angry and worried.
- Explore kind and unkind actions through stories, play and familiar examples.
- Begin to understand simple personal boundaries, including "stop" and "no".
- Identify familiar adults who can help when they feel upset or unsafe.

Key vocabulary: friend, play, kind, share, turn, happy, sad, stop, no, help.

Reception — Learning to be a good friend

Learning focus: Kindness, inclusion and managing feelings

- Explore what makes a good friend, including kindness, sharing and helping.
- Practise taking turns, listening and inviting others to join in.
- Recognise that words and actions can affect how others feel.
- Begin to recognise unkind behaviour and understand why it can hurt.
- Practise simple ways to respond to friendship difficulties, such as saying "stop" or asking an adult for help.
- Identify trusted adults who can help when someone is unkind or a child feels left out.

Key vocabulary: friendship, kind, unkind, include, feelings, left out, sorry, help.

Year 1 — Understanding friendships and unkind behaviour

Learning focus: Positive friendships and speaking up

- Identify behaviours that help friendships, such as kindness, honesty, sharing and listening.
- Understand that people may have different interests, feelings and opinions.
- Recognise that words, actions and exclusion can hurt others.
- Begin to distinguish between a disagreement, an accidental upset and deliberate unkindness.
- Practise communicating needs and boundaries respectfully.
- Know how to tell a trusted adult if they or someone else is being treated unkindly.

Key vocabulary: friendship, respect, fair, unfair, disagreement, boundary, trusted adult.

Year 2 — Recognising bullying and resolving disagreements

Learning focus: Repeated behaviour, inclusion and seeking help

- Understand that bullying involves hurtful behaviour that is repeated, or likely to be repeated, and may involve a power imbalance.
- Recognise different forms of bullying, including physical, verbal and social bullying.
- Understand the difference between bullying and a one-off disagreement, while recognising that all hurtful behaviour should be addressed.
- Explore the impact of bullying on feelings, confidence and friendships.
- Practise safe ways to resolve disagreements and include others.
- Know what to do if unkind behaviour continues and how to report concerns to a trusted adult.

Key vocabulary: bullying, repeated, hurtful, exclude, include, disagreement, report, support.

Year 3 — Understanding the impact of bullying

Learning focus: Types of bullying, empathy and safe responses

- Recognise different forms of bullying, including physical, verbal, social and online bullying.
- Understand how bullying can affect emotional wellbeing, relationships and a sense of belonging.
- Recognise that bullying can happen in person or through digital communication.
- Explore the role of witnesses and understand why joining in, encouraging or ignoring harmful behaviour can affect others.
- Practise safe ways to support someone experiencing bullying, including seeking adult help.
- Develop confidence in reporting concerns and understanding that asking for help is not "telling tales".

Key vocabulary: physical, verbal, social, online bullying, impact, witness, bystander, report.

Year 4 — Respect, inclusion and discrimination

Learning focus: Conflict, prejudice and responsibility

- Develop strategies for resolving disagreements respectfully.
- Understand the importance of empathy, listening, compromise and taking responsibility for actions.
- Recognise that bullying may involve deliberate exclusion, group behaviour or online actions.
- Understand that discrimination involves unfair treatment and explore age-appropriate examples of prejudice and stereotypes.
- Recognise that differences, including disability, race, religion or belief, sex and other protected characteristics, must be respected.
- Know how to respond safely to bullying or discriminatory behaviour and how to report concerns.

Key vocabulary: empathy, conflict, compromise, stereotype, prejudice, discrimination, inclusion, responsibility.

Year 5 — Peer pressure and healthy friendships

Learning focus: Influence, boundaries and harmful behaviour

- Recognise how friendships can change and how peer pressure can influence choices.
- Understand the difference between supportive friendships and relationships involving pressure, control or manipulation.
- Recognise when someone is being pressured to act against their wishes or values.
- Develop assertive strategies for expressing boundaries, refusing unwanted requests and seeking help.
- Explore online friendship risks, including group-chat exclusion, hurtful messages and sharing content without permission.
- Understand how bullying, discrimination and harmful group behaviour can affect individuals and communities.
- Identify trusted adults and appropriate ways to report bullying, including online bullying.

Key vocabulary: peer pressure, influence, manipulation, boundaries, assertiveness, exclusion, cyberbullying, consent.

Year 6 — Applying knowledge and preparing for transition

Learning focus: Healthy relationships, online safety and independence

- Apply understanding of positive friendships, bullying and discrimination to increasingly complex situations.
- Recognise when friendship behaviour becomes harmful, controlling or unsafe.
- Understand how cyberbullying may occur through messages, group chats, social media and online gaming.
- Practise safe responses to online bullying, including disengaging, blocking or reporting where appropriate, and seeking adult support.
- Understand the responsibilities of bystanders and how to support others without putting themselves at risk.
- Recognise the importance of respecting differences, challenging prejudice appropriately and promoting inclusion.
- Identify trusted adults and reporting routes at secondary school.
- Develop confidence in managing friendship changes and building positive relationships in new settings.

Key vocabulary: healthy relationships, harmful behaviour, peer influence, cyberbullying, bystander, block, report, inclusion, transition.

SEND — Inclusive access and adaptations across Nursery to Year 6

At RMS, all pupils are entitled to learn about friendships, bullying, inclusion and personal safety. We recognise that pupils with special educational needs and disabilities (SEND) may require different teaching approaches, additional practice or accessible communication methods to understand social situations, express their feelings and seek help.

Adaptations are based on individual strengths and needs, rather than diagnosis alone. Staff work with the SENCO, families and relevant professionals where appropriate.

Teaching and learning adaptations may include:

- **Accessible communication:** photographs, symbols, visual prompts, communication boards, signing and augmentative and alternative communication (AAC).
- **Explicit teaching of social skills:** directly teaching sharing, turn-taking, personal space, boundaries, listening and respectful disagreement rather than relying on pupils to infer social expectations.
- **Stories and modelling:** using social stories, puppets, visual scenarios, role play and video examples to explore friendship situations and safe responses.
- **Emotional literacy:** using emotion cards, visual scales, personalised emotional toolkits and co-regulation strategies to support pupils to recognise and communicate feelings.
- **Understanding bullying:** using clear, concrete examples to explain the difference between disagreements, one-off unkindness and repeated bullying, while taking all reports of hurtful behaviour seriously.
- **Repetition and practice:** revisiting key messages and practising strategies across lessons, playtimes, clubs and online-safety learning.
- **Online safety:** using accessible, age-appropriate examples to teach safe online communication, reporting and help-seeking.
- **Accessible reporting:** ensuring every pupil has a meaningful way to communicate concerns, including pupils who are non-speaking or have communication difficulties.
- **Flexible assessment:** checking understanding through observation, practical activities, discussion, symbols or communication devices, rather than relying only on written work or verbal answers.
- **Safeguarding and partnership:** following school safeguarding and anti-bullying procedures and involving the designated safeguarding lead (DSL), SENCO, families and relevant professionals where appropriate.

Intended SEND outcome

Every pupil, including pupils with SEND, should be supported to develop positive friendships, recognise hurtful or bullying behaviour, communicate personal boundaries, understand inclusion and access help. All pupils should know that they deserve to feel safe, valued and respected, and that adults will take their concerns seriously.

Review and alignment

This progression map is an RMS-designed curriculum document informed by the PSHE Association's Programme of Study. It should be cross-referenced

with the current Programme of Study, relevant lesson resources, the school's anti-bullying policy and safeguarding procedures to ensure appropriate coverage and progression.