

Subject: PSHE	Year group: KS2	Year 3	Year 4	Year 3 & 4	Topic: Relationships	Initiation & activation activities:
Children will know: what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing, how to manage risks to physical and emotional health and wellbeing, ways of keeping physically and emotionally safe, about managing change, including puberty, transition and loss, how to make informed choices about health and wellbeing and to recognise sources of help with this, how to respond in an emergency, to identify different influences on health and wellbeing 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise					Vocabulary: Friendships, family relationships, romantic relationships, online relationships, family structure, mutual respect, trust, truthfulness, loyalty, kindness, generosity, excluded, confidential, pressure, self-respect, traditions, beliefs	See Question-based model for questions to initiate discussions
Programme of Study: Relationships Education Health Education (Health and wellbeing) Economic wellbeing and careers Education F - Families and people who care for me C F - Caring friendships RKR - Respectful, kind relationships OSA - Online safety and awareness BS -Being safe Year 3 Year 4 Year 3 & 4 Pupils should have the opportunity to learn: <u>Families</u> 5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected F3 6. that families should provide love, care, protection, and safety for children as they grow up F1 F2 F4 7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships F4 F5 8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these F2 9. what to do and who to talk to if someone is worried about their family or feels unsafe * F6 <u>Friendships</u> 6. about the importance of friendships; that positive friendships support wellbeing CF1 7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate CF2						

CF4 RKR2

8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) CF1 CF2
9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences CF1 RKR4 RKR2
10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded CF1 CF3 CF4 GW6
11. strategies for recognising and managing peer influence and the desire for peer approval in friendships CF2
12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others RKR1 RKR4
13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships CF5
14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary CF7

Respecting Self and others

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others RKR1 RKR6 GW1
11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect RKR5 RKR8
12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own RKR5 RKR7
13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling RKR3 RKR4
14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise CF6 RKR3
15. how to respond to situations where they experience disappointment or frustration with others RKR3
16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others GW7 RKR9 WO8
17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes RKR10
18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help RKR5 RKR6 RKR10

Safe relationships: consent, boundaries and trust

9. the difference between public and private; why something might be private, and when children and adults have a right to privacy BS2
 10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults BS1 BS3
 11. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries BS1 RKR2
 12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts DB2
 13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell BS3
 14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that BS5 CF7
 15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe BS2
 16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult BS4 BS6 QSA2
 17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse BS5 BS6
 18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk *
BS2 BS3 BS6 F6 DB2
- Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."
19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard BS5 BS6 BS7 RKR11

Impact –lesson sequence:

Evaluations and assessments: