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| Subject: PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year group: KS1 Year 1 and Year 2 Year 1 & 2 | Topic: Relationships                                                                                                                                                                         | Initiation & activation activities:                            |
| EYFS: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                              | Vocabulary:<br>Families friendships<br>relatives strategy<br>strategies<br>Behaviour respect<br>sharing cared for<br>excluding bullying<br>teasing private<br>privacy physical<br>permission | See Question-Based Model for questions to initiate discussions |
| <p>Programme of Study: <b>Relationships Education</b> Health Education (Health and wellbeing) Economic wellbeing and careers Education</p> <p>Year 1 Year 2 Year 1 &amp; 2</p> <p>F - Families and people who care for me C F - Caring friendships RKR - Respectful, kind relationships OSA - Online safety and awareness<br/>BS -Being safe</p> <p>Pupils should have the opportunity to learn:</p> <p><u>Families:</u></p> <ol style="list-style-type: none"> <li>1. what a family is and who is in our family F1 F2</li> <li>2. that there are different types of family, and that everyone's family is unique and special F3</li> <li>3. how families show love and care, and different ways they can spend time together and share each other's lives F2 F4</li> <li>5. what to do if anything about family life is upsetting or concerning</li> </ol> <p><u>Friendships</u></p> <ol style="list-style-type: none"> <li>1. what friendship is and what makes a good friend CF1 CF2 CF4</li> <li>2. how people make friends and how to be kind and caring in friendships CF1 CF2</li> <li>3. that friends can argue, and they can also make up CF5 RKR3</li> <li>4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument CF6 RKR3</li> <li>5. how to ask for help if a friendship is making them feel unhappy CF7</li> </ol> <p><u>Respecting self and others</u></p> <ol style="list-style-type: none"> <li>1. what makes them unique and special; how they are the same as, and different to, others; about</li> <li>2. the different groups they are part of, and how this can contribute to a sense of belonging RKR8 RKR10</li> <li>3. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things RKR1</li> </ol> |                                              |                                                                                                                                                                                              |                                                                |

4. how to respectfully express their likes, dislikes and needs, and listen to other people R K R 3 RKR5
5. ways to show politeness and respect RKR7
6. how to play cooperatively; what they can do if they feel upset or angry with someone RKR3 RKR6
7. how to share, take turns and include others CF2
8. about kind and unkind behaviour; that someone's actions and words can be hurtful R K R 3 RKR9
9. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying RKR9 GW7
10. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so RKR11

Safe relationships: consent, boundaries and trust

1. When to ask for permission and when others should ask for theirs, e.g., during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully B S 1
2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC DB2 BS2 BS3
3. that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) DB2
4. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe BS4 BS5 BS6
5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult BS5 RKR11
6. to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know RKR11 BS4 BS5
7. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe BS2 BS6
8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard RKR11 BS6 BS7

Impact –lesson sequence:

Evaluations and assessments: