

Me and My Relationships (Y3)

What you have already learnt in KS1:

You will have a good understanding of what a positive and healthy relationship looks like both online and offline. You will be able to confidently name the people who look after you and who are part of your family and friendship group. You will be able to understand that all families are different, and know how to respect this. You will have strategies you can use to help you if you are experiencing an unhealthy relationship.

You will acquire the skills to help you to become a good friend and listener, be able to share appropriately and respect others viewpoints and opinions.

You will be able to name parts of your body, including external genitalia, and recognise the similarities and differences between most girls and boys. You will understand what the term 'privacy' means, that people have rights over their own bodies and can name the differences between good and bad touching, including among your friends.

What you will have learnt by the end of Key Stage 2.

By the end of lower key stage 2, you will have a good understanding of body image and how the media can sometimes misrepresent this. You will be able to describe the features of a good, healthy relationship and have a range of strategies and skills to help you to manage a fall out. You will be able to respond appropriately to people's emotions and feelings, as well as be able to understand a range of feelings you might experience yourself. You will be able to explain what love is, and understand that there are a range of different relationships, including same sex marriages.

By the end of upper key stage 2, you will have a secure understanding of the physical and emotional changes you will go through as you grow from childhood to adulthood, including those brought on by puberty. You will be able to approach these changes in a respectful and mature manner. You will understand how you can manage your periods (or how girls manage their periods) and know how to get the help you need. You will be able to explain in detail how humans reproduce including conception.

You will be able to identify healthy and unhealthy relationships, and be able to describe the features of these. You will have a range of strategies to resist the pressure to do something inappropriate, and know where to go for help should you need it.

You will understand what discrimination and stereotypes are, and why it is important to be respectful and mature towards these.

Skills and knowledge I may use from other subjects:

English

- Increasing knowledge and understanding of more complex vocabulary.
- Developing discussion skills by taking turns and listening to the opinions of others to help shape their own ideas and beliefs.
- Further developments in writing, such as planning, drafting editing and improving; as well as sentence structure and use of vocabulary.

Computing

- To use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Opportunities for teaching diversity, equality and expanding cultural capital

Opportunities to meet people of different backgrounds (ethnic, cultural, faith and physically).

Opportunities to read stories about people of different backgrounds (ethnic, cultural, faith and physically).

Key Skills

Personal Effectiveness

- Recognising and managing peer influence and the need for peer approval.
- Strategies for identifying and accessing appropriate help and support.
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).

Interpersonal and Social Effectiveness

- Valuing and respecting diversity.
- Using these skills and attributes to build and maintain healthy relationships.

What you will have learnt by the end of this unit

- I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline
- I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them
- I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult
- I know how other families are similar or different to mine (this includes same sex)
- I understand that it is OK to be different to others
- I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent
- I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)
- I can empathise with other people and understand how people can react differently to the same situation
- I can listen to and show respect for the views of others both on and offline
- I know the importance of valuing myself
- I can recognise and challenge stereotypes (including supporting trans children)
- I know about change and loss including separation, divorce and bereavement and the associated feelings

Key Vocabulary

Behaviour – to act or react in a particular way.

Bereavement – suffering the death of a loved one.

Bullying – to purposefully hurt, intimidate, threaten or ridicule someone repeatedly

Characteristics – a special quality or appearance that makes an individual or group different from others.

Differences – ways in which we are not the same.

Divorce – the action of legally ending a marriage.

Family – a group of people living under one roof composed of one or two parents and their children.

Friends – people who have a strong liking for and trust in each other.

Genitalia – genital organs on the outside of the body.

Independence - being capable of doing some things on your own without support

Love – a quality or feeling of strong affection for another.

Offline – not connected to a computer.

Online – relating to or connected to a computer or system such as the internet.

Private – something that is not shared with lots of people.

Process – a series of actions that leads to a result

Relationships - the state of being related to someone or a specific instance or type of this.

Respect – to avoid interfering with

Security – the state of feeling safe.

Share – to give or be given a part of something.

Similarities – the state of being similar.

Stability – feeling secure.

Stereotypes – an idea that many people have about a thing or a group and that may often be untrue or only partly true.

Teasing – to annoy, pester or make fun of someone.

Violent – acting with harmful physical force.

Recall and Remember!

1. Create a mind map about relationships explaining how they can be different both online and offline, and change over time.
2. What is the difference between secrets and surprises?
3. Identify 3 qualities a good friend has and explain why this is important.
4. What advice would you give to someone who is being bullied?



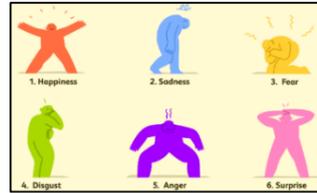
We are all special and unique. We have similarities and differences.

We should celebrate this!

There are special people in our lives, who can help us feel happy and safe. We can do kind things for the special people in our lives.

We have many different emotions, e.g. happy, sad. We can affect the emotions of ourselves and others through our thoughts, words and actions.

There are ways that we can help ourselves feel better. Sometimes, others can also help us to feel better too. Different people can help us at different times.



Emotions and feelings

Our inner feelings are also known as our emotions.

There are many different emotions that we can feel, e.g. happy, confused, scared or angry.

There are often different synonyms for emotions, sometimes with slightly different meanings, e.g. 'glad' and 'ecstatic.' We should use the most accurate words to describe emotions.

Our emotions can often be seen through our facial expressions and our body language.

It is ok and natural to have any feeling. We can talk about our feelings to people that we trust, e.g. trusted adults – parents/teachers, or our friends.

The way that we behave can affect the emotions of others. We can use different strategies to manage our emotions and the emotions of others.

Surprises and Secrets

As we learnt in KS1, surprises are when something happens that someone wasn't expecting. A secret is when someone tells us not to tell about something.

Secrets are not always good, and can sometimes be very harmful.

If someone asks you to keep something secret, and you do not feel comfortable about it, you should not do it, especially if the information has the potential to cause harm to someone.

When we have strong negative emotions, we should not try to keep them secret (hidden) as this can make them worse. We should talk to a trusted adult.

Being Kind

Friends and Family

A friend is someone that you share a strong bond with. Friends spend time with each other and know each other well.

Family are people who you are related to – for example mother, father, brother, grandmother, etc.

People can be adopted into new families. This may happen if their family cannot keep them safe.

Sometimes people are fostered – foster families also keep people safe, but this isn't forever, like adoption.

People who love each other can choose to spend their lives together. Sometimes they choose to have a family.

Showing Courage

It is ok to think differently to your peers! It is also ok to let people know that you are uncomfortable with something they are saying or doing. Doing this confidently and clearly, without being aggressive or confrontational, shows real courage.

We should never hold sad or angry feelings in: speak to a trusted adult



Relationships



Special Friendships

Friends are special people in our lives. It is important to have healthy friendships. Sometimes, we may even have best friends who we are really close to.

Even best friends can fall out. When this happens: stay calm, apologise, listen, explain how you feel, agree a solution together. This can help to resolve the conflict.

Bullying

Bullying is when someone is repeatedly unkind or hurtful to another person. There are different types of bullying:

1. Calling names/ saying hurtful things;
2. Hurting by hitting, punching, kicking, etc;
3. Leaving someone out of something;
4. Sending hurtful messages on technology.

When bullying is taking place, we should challenge it. One way is to tell an adult.

Danger and Risk

A danger is a threat to someone in some way e.g stepping out into the road without looking.

A risk is when we can weigh up the danger and make a decision about what to do.

When we are in a risky situation, we should:

1. Stop
2. Take a breath
3. Weigh up the consequences
4. Think
5. Think some more!
6. Decide!

Body Space

Follow PANTS

P = Privates are private

A = Always remember, your body is yours

N = No means no

T = Talk about secrets

S = Speak up, someone can help.

We all have our own body space, and should learn when somebody wants to be given space. We should always respect this.



7. Can you create a poster for a group which supports children who have been through parental separation or bereavement? You must outline how you will support them and what the terms mean.

5. What are stereotypes and how can you challenge them?

6. What is the PANTS rule?

will help them and what these terms mean.