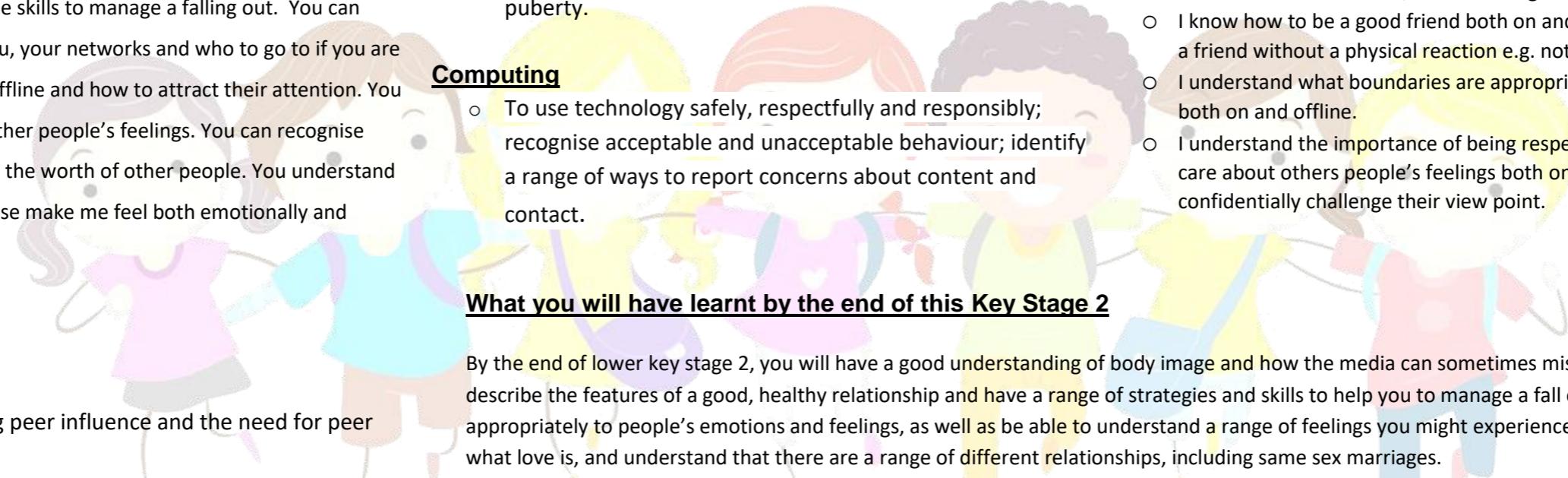


# Me and My Relationships (Y5)

## What you have already learnt in year 4:

You have learnt to feel good about yourself and your body and have an understanding of how the media presents 'body image'. You understand that your body and emotions will change as you grow older and you know the importance of taking care of your own body. You can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people. You know that there are different kinds of families and partnerships (includes same sex) and you understand the importance of stable, loving and caring relationships. You can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out. You can name people who look after you, your networks and who to go to if you are worried about anything on or offline and how to attract their attention. You can respond appropriately to other people's feelings. You can recognise your worth as an individual and the worth of other people. You understand a range of feelings and how these make me feel both emotionally and physically.



## 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.

### Science

- Pupils will learn about sexual reproduction in animals including humans.
- Children will learn to describe the changes as humans develop into old age, including the changes experienced by puberty.

### 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.

## What you will have learnt by the end of this unit.

- I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation.
- I know the ways in which children grow and develop in puberty – physically and emotionally.
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.
- I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.
- I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship.
- 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 my health and how to attract their attention.
- I know how to respond safely and appropriately to adults I meet (including online) whom I do not know.
- I know where individuals, families and groups can get help and support.
- 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 understand what boundaries are appropriate in friendships with peers and others both on and offline.
- I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point.

## 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 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.

## 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 Vocabulary

**Bacteria** – a group of single-celled microorganisms that live in soil, water, the bodies of plants and animals, or matter obtained from living things and are important because of their chemical effects and disease-causing abilities.

**Behaviour** – to act or react in a particular way.

**Bereavement** – suffering the death of a loved one.

**Body image** – how an individual sees their own body and how attractive they feel themselves to be.

**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.

**Collaboration** - is the action of working with someone to produce something.

**Commitment** – an agreement or pledge to do something in the future.

**Differences** – ways in which we are not the same.

**Divorce** – the action of legally ending a marriage.

**Emotions** – a strong feeling about something or someone.

**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

**Puberty** – the period of becoming first capable of reproduction which is brought on by the production of hormones.

**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.

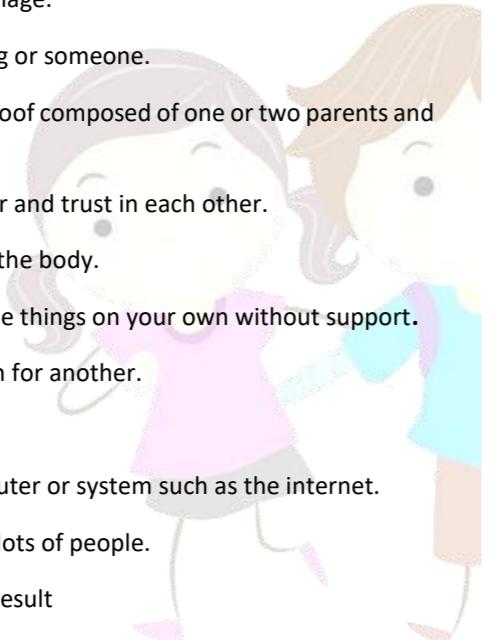
**Stability** – feeling secure.

**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, pest or make fun of someone.

**Virus** – a large group of very tiny infectious agents that grow and multiply and cause disease in plants and animals.

**Violent** – acting with harmful physical force.



There are special people in our lives, who can help us feel happy and safe. We have a responsibility to be kind and respectful to the special people in our lives.



We have many different **emotions**. We can affect the emotions of ourselves and others through our thoughts, words and actions. Different people may feel differently about the same thing.

Sometimes, people who love each other choose to spend their lives together. Some ways of doing this include marriage, living together, or civil partnerships.

### Healthy Relationships

#### Give and take



Friends have a responsibility to be respectful and kind to one another.

Sometimes, friends do not agree with one another. When this happens, two strategies that they can use are negotiation and compromise.

**Negotiation:** Discussion aimed at reaching an agreement.  
**Compromise:** reaching agreement by people giving up something that was wanted.



#### Collaboration

Often, we can complete tasks far more quickly and easily with the help of others – teamwork is important. A number of skills are important when collaborating, e.g. listening, communicating, turn taking, negotiation and compromise.



#### Relationships

Often, when people love each other, they want to spend the rest of their lives together. Some people choose to get married, but many also choose to live together or have a civil partnership. A man can get married to a woman or a man. A woman can get married to a woman or man. In England, someone must be 16 to get married (with parents' consent – 18 without).



#### Unhealthy Relationships

Unhealthy relationships are relationships that are not good for one/ more than one person involved. In some unhealthy relationships, one person may pressure another or hold power over them.

If you feel that you are in an unhealthy relationship, you should speak to a trusted adult.

### Being Kind

#### Qualities of Friendships

High-quality friendships should help to make us feel happy and content. There are many different things that help us to make and keep good friendships. They include:

- Valuing each other's similarities and differences
- Helping each other to meet their emotional needs
- Using negotiation and compromise
- Showing sensitivity and empathy towards one another
- Making sure that the relationship stays healthy



#### Sensitivity and Empathy

Sensitivity is about being quick to pick up on things using our senses, e.g. how others are feeling, using sight/ hearing.

Empathy is about putting yourself in the shoes of someone else and imagining how they must feel. Both sensitivity and empathy are important in helping others and maintaining good relationships.

## Recall and Remember

Create a double page spread about everything you have learnt in this unit.

Here are some things to think about:

- Who are your support networks and now do they help you?
- Friendships and how you manage fall outs both online and offline.
- Simple and safe routines you might have to stop the spread of bacteria and viruses and why this is important.
- How your bodies change, the impact of emotions and how you manage these.
- Changes brought on by puberty.

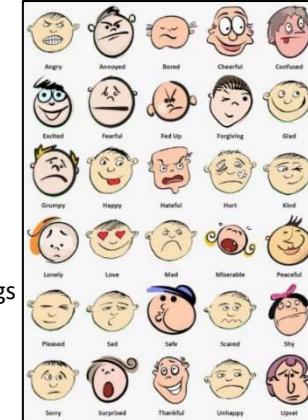
## Feelings and Emotions

#### Our Emotional Needs

Emotions are the way that your mind and body react to the world around you. Emotions help to make us human. Emotions formed through evolution, to help us to survive.

We all have emotional needs:

- Having caring people around us
- Having self-esteem (feeling we are good at some things)
- Feeling as though we are a part of a group
- Trying new things
- Having some freedom (choice over the things we do)
- Giving and receiving attention
- Having some time on our own
- Feeling safe and secure.



When our emotional needs are not being met, or we do not find a situation easy, we can use coping strategies to help us deal with the situation in a positive way. e.g. speaking to someone about how we feel.

#### Communication

Communication is an important tool for managing our emotions.

Verbal communication (spoken word) is one of the main ways that we can discuss our emotions, and listen to how other people are feeling.

The words that we use are not the only way that we communicate how we are feeling – we can also non-verbal communication, e.g.:

- Our voice/ volume
- Body language
- Facial expressions
- Inflections;

The way that we communicate with others can affect their emotions. The ways that others communicate with us can affect how we feel. How we communicate with others appropriately depends on our relationship with them.

