


Subject	PSHE	Year Group	3	Unit title	RSE
		<ul style="list-style-type: none"> ▪ Character: Children will be able to understand the importance of positive, healthy friendships. ▪ Competence: Children will know what acceptable and unacceptable contact and know strategies to respond to unwanted physical contact. ▪ Community: Children will be able to recognise when others may feel lonely or excluded and know strategies for how to include them. 			
Skills			Assessment		
Self-awareness Communication Self-awareness Clarifying & re- evaluating values & beliefs. Negotiation & conflict resolution.			<ul style="list-style-type: none"> ▪ Retrieval practice at the start of every lesson. ▪ Pause points/plenary to check for understanding in every lesson. ▪ Socratic quizzes/reflection tasks at end of lessons. 		
Prior linked learning of core concepts			Future linked learning of core concepts		Teacher preparation required
Y2 T5 Unit 6			Y4 T5 Unit 6		<ul style="list-style-type: none"> ▪ Ensure sound knowledge from the knowledge organiser content and prior knowledge. ▪ Set up relevant quizzes in Socrative. ▪ Download teacher and pupil decks to your own iPad and amend for your cohort. ▪ Read teacher notes for guidance.
Other Resources					
PDFs or PPs will be provided for texts.					
Week	Learning Outcome	PSHE Association: Programme of Study	Additional guidance	Lesson details	Further resources
1	~ Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). ~ Know what is acceptable and unacceptable contact and strategies to	KS2 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); KS2 R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. KS2 R25. recognise different types of physical contact; what	Be aware of vulnerable pupils and safeguarding (family backgrounds/ history). Some sensitive lesson topics may increase the risk of disclosure and it is therefore important to allow time to explore feeling unsafe and who they should speak to if they are worried or concerned. Set ground rules. It's important to tell the children they will be discussing sensitive information, so it is important to have ground rules. Set the ground rules with the children at the start of every lesson this term. Also emphasise confidentiality and safeguarding.	The children will consider and list reasons why touch is important. They will recognise different types of physical contact and sort different types of physical contact into appropriate and inappropriate. They will consider types of touch they like / dislike. They will learn about what is meant by personal space and will practise how to respond to unwanted contact.	This link may also offer useful ideas for developing activities on this topic. The NSPCC have a range of lessons and resources called PANTS .

	<p>respond to unwanted physical contact.</p>	<p>is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p>	<p>There is a slide with Teacher notes and a script to help with emphasising confidentiality and safeguarding.</p> <p>2020 Statutory Guidance – Being Safe:</p> <ul style="list-style-type: none"> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to report concerns or abuse, and the vocabulary and confidence needed to do so. 		
<p>2</p>	<p>~ Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties).</p> <p>~ Know that healthy friendships make people feel included.</p> <p>~ Recognise when others may feel lonely or excluded and know strategies for how to include them.</p>	<p>KS2 R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>KS2 R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>KS2 R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same</p>	<p>For lessons covering a sensitive topic always provide information at the end of the lesson on who children can speak to with any worries or concerns.</p> <p>Recap the ground rules. It’s important to remind the children they will be discussing sensitive information. Recap the ground rules at the start of every lesson this term. Also emphasise confidentiality and safeguarding.</p> <p>There is a slide with Teacher notes and a script to help with emphasising confidentiality and safeguarding.</p> <p>2020 Statutory Guidance Families and people who care for me:</p> <ul style="list-style-type: none"> - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>The children will learn about what a healthy relationship looks like and what skills are required to maintain a relationship. They will identify the qualities that make a great friend. They will understand how to develop positive relationships, including recognising and responding so someone feeling lonely. They will describe how healthy relationships make us feel. They will describe what makes a relationship unhealthy. They will identify who to talk to if worried and require support.</p>	

		<p>principles apply to online friendships as to face-to-face relationships.</p> <p>KS2 R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>KS2 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>	<p>Caring friendships:</p> <ul style="list-style-type: none"> - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 		
3	<p>~ Know what constitutes a positive healthy friendship.</p>	<p>KS2 R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p>	<p>2020 Statutory Guidance</p> <p>Caring friendships:</p> <ul style="list-style-type: none"> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <p>Recap the ground rules. It's important to remind the children they will be discussing sensitive information. Recap the ground rules at the start of every lesson this term. Also emphasise confidentiality and safeguarding. There is a slide with Teacher notes and a script to help with emphasising confidentiality and safeguarding.</p>	<p>In this lesson children will learn about what respect means and the importance of treating each other with respect. They will listen to others and respond or challenge other views appropriately. They will understand the importance of respecting other people's feelings. The children will understand the meaning of respect in relationships and the importance of working with others collaboratively.</p>	