



## Learning Intentions:

- Know that everyone's family is different.
- Know that there are lots of different types of families.
- Know that families are founded on belonging, love and care.
- Know how to make a friend.
- Know the characteristics of healthy and safe friends.
- Know that physical contact can be used as a greeting.
- Know about the different people in the school community and how they help.
- Know who to ask for help in the school community.

## Positive Affirmation:

*My friendships make me happy.*



## Social and Emotional Development Outcomes:

- Can express how it feels to be part of a family and to care for family members.
- Can say what being a good friend means.
- Can show skills of friendship.
- Can identify forms of physical contact they prefer.
- Can say no when they receive a touch they don't like.
- Can praise themselves and others.
- Can recognise some of their personal qualities.
- Can say why they appreciate a special relationship.

**Imagine**  
**Try New Things**  
**Work Hard**  
**Don't Give Up**

## Key Vocabulary:

Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.

**Understand Others**  
**Push Yourself**  
**Improve**  
**Concentrate**

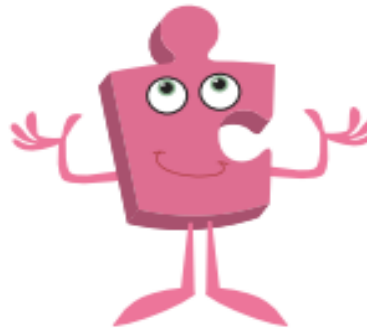


### Learning Intentions:

- Know that everyone's family is different.
- Know that families function well when there is trust, respect, care, love and co-operation.
- Know that there are lots of forms of physical contact within a family.
- Know how to stay stop if someone is hurting them.
- Know some reasons why friends have conflicts.
- Know that friendships have ups and downs and sometimes change with time.
- Know how to use the Mending Friendships or Solve-it-together problem-solving methods.
- Know there are good secrets and worry secrets and why it is important to share worry secrets.
- Know what trust is.

### Positive Affirmation:

*I am a trust-worthy person.*



### Social and Emotional Development Outcomes:

- Can identify the different roles and responsibilities in their family.
- Can recognise the value that families can bring.
- Can recognise and talk about the types of physical contact that is acceptable or unacceptable.
- Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict.
- Can identify the negative feelings associated with keeping a worry secret.
- Can identify the feelings associated with trust.
- Can identify who they trust in their own relationships.
- Can give and receive compliments.
- Can say who they would go to for help if they were worried or scared.

**Imagine**  
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### Key Vocabulary:

Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem-solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.

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### Learning Intentions:

- Know that different family members carry out different roles or have different responsibilities within the family.
- Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc.
- Know some of the skills of friendship, e.g. taking turns, being a good listener.
- Know some strategies for keeping themselves safe online.
- Know how some of the actions and work of people around the world help and influence my life.
- Know that they and all children have rights (UNCRC).
- Know the lives of children around the world can be different from their own.

### Positive Affirmation:

*I know my rights and how I deserve to be treated.*



### Social and Emotional Development Outcomes:

- Can identify the responsibilities they have within their family.
- Can use Solve-it-together in a conflict scenario and find a win-win outcome.
- Know how to access help if they are concerned about anything on social media or the internet.
- Can empathise with people from other countries who may not have a fair job/less fortunate.
- Understand that they are connected to the global community in many different ways.
- Can identify similarities in children's rights around the world.
- Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.

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### Key Vocabulary:

Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.

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## Learning Intentions:

- Know some reasons why people feel jealousy.
- Know that jealousy can be damaging to relationships.
- Know that loss is a normal part of relationships.
- Know that negative feelings are a normal part of loss.
- Know that memories can support us when we lose a special person or animal.
- Know that change is a natural part of relationships/ friendship.
- Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe.

## Positive Affirmation:

*I accept my feelings and know how to deal with them.*



## Social and Emotional Development Outcomes:

- Can identify feelings and emotions that accompany jealousy.
- Can suggest positive strategies for managing jealousy.
- Can identify people who are special to them and express why.
- Can identify the feelings and emotions that accompany loss.
- Can suggest strategies for managing loss.
- Can tell you about someone they no longer see.
- Can suggest ways to manage relationship changes including how to negotiate.

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## Key Vocabulary:

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate,

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## Learning Intentions:

- Know that a personality is made up of many different characteristics, qualities and attributes.
- Know that belonging to an online community can have positive and negative consequences.
- Know that there are rights and responsibilities in an online community or social network.
- Know that there are rights and responsibilities when playing a game online.
- Know that too much screen time is not healthy.
- Know how to stay safe when using technology to communicate with friends.

## Positive Affirmation:

*I only allow positive relationships.*



## Social and Emotional Development Outcomes:

- Can suggest strategies for building self-esteem of themselves and others.
- Can identify when an online community/social media group feels risky, uncomfortable, or unsafe.
- Can suggest strategies for staying safe online/social media.
- Can say how to report unsafe online/social network activity.
- Can identify when an online game is safe or unsafe.
- Can suggest ways to monitor and reduce screen time.
- Can suggest strategies for managing unhelpful pressures online or in social networks.

## Key Vocabulary:

Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.

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## Learning Intentions:

- Know that it is important to take care of their own mental health.
- Know ways that they can take care of their own mental health.
- Know the stages of grief and that there are different types of loss that cause people to grieve.
- Know that sometimes people can try to gain power or control them.
- Know some of the dangers of being 'online'.
- Know how to use technology safely and positively to communicate with their friends and family.

**Positive Affirmation:**  
*I am deserving of happy, healthy relationships in my life.*



## Social and Emotional Development Outcomes:

- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of.
- Can help themselves and others when worried about a mental health problem.
- Recognise when they are feeling grief and have strategies to manage them.
- Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control.
- Can resist pressure to do something online that might hurt themselves or others.
- Can take responsibility for their own safety and well-being.

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## Key Vocabulary:

Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.

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PSHE

Relationships

Whole School

## Weekly Celebration:

**Week 1** – How to make friends.

**Week 2** – Try to solve friendship problems when they occur.

**Week 3** – Help others feel part of a group.

**Week 4** – Show respect in how we treat others.

**Week 5** – Know how to help ourselves and others when upset.

**Week 6** – Know what makes a good relationship.

## Links to Our British Values:

- **Mutual Respect** – being aware that having good relationship requires mutual respect from both individual(s).
- **Rule of Law** – understanding our own rights and knowing that everyone is equal before the law.
- **Individual Liberty** – having the choice to select our friendships/relationships based on what is good for our own mental health.

## Links to Relationship and Health Education:

### **By the end of Primary, pupils should know:**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.