

# Relationships - Families and Friends

Class 1	Class 2	Class 3	Class 4	Class 5
<p>Lesson 1 - Families are important for children growing up because they can give love, security and stability</p> <p>Lesson 2- 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.</p> <p>Lesson 3- How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Lesson 4- 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. Protected characteristic – disability</p> <p>Lesson 5- The conventions of courtesy and manners.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>Who is special to us?</li> </ul> <p>And what makes them special to us?</p> <ul style="list-style-type: none"> <li>Who is in my family?</li> <li>Are all families the same?</li> <li>What makes a good friend?</li> </ul> <p>What things do good friends do?</p> <ul style="list-style-type: none"> <li>What is the same and different about us?</li> <li>In which ways are we all equal?</li> <li>What does it mean to be polite?</li> </ul> <p>Why are we polite to other people?</p> <p>How do people feel if someone is rude to them?</p> <p>How can we look after each other and the environment/world inside and outside of school?</p> <ul style="list-style-type: none"> <li>How can we look after animals?</li> </ul>	<p>Lesson 1- Families are important for children growing up because they can give love, security and stability</p> <p>Lesson 2- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Lesson 3&amp;4- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Lesson 5- 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.</p> <p>Lesson 6- about different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Protected characteristics – disability, race/ethnicity/nationality, sexual orientation – disability, bullying, homophobic bullying and Racism.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>Who is in my family?</li> <li>What's the difference between immediate and extended family?</li> <li>Is every family the same?</li> <li>What makes a good friend?</li> <li>Am I a good friend?</li> <li>How do we respect differences?</li> <li>What should I do when my friend upsets me?</li> <li>How can I make it up to my friend if I have upset them?</li> <li>How many types of bullying are there?</li> <li>What are the names for bullying/discrimination towards people of different races or relationships or disabilities.</li> </ul>	<p>Lesson 1&amp;2- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Lesson 3- 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> <p>Lesson 4- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Lesson 5- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Lesson 6- about different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Protected characteristics – Disability, race/ethnicity/nationality, religion – disability, homophobic, racist and religious bullying.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>Why is family important?</li> <li>What do we share with families?</li> <li>What do families do for each other?</li> <li>How does our family make us feel safe?</li> <li>Who can we talk to if we don't feel safe or happy?</li> <li>What is a positive friendship?</li> <li>What is the difference between positive and negative friendships?</li> <li>How can you manage and resolve negative situations?</li> <li>How should we react if others want to join the friendship?</li> <li>How can we help someone who is feeling excluded and lonely?</li> <li>How many types of bullying are there?</li> <li>How does bullying affect someone?</li> <li>What are the responsibilities of the bystanders?</li> <li>How can you get help?</li> </ul>	<p>Lesson 1 &amp; 2-that positive friendships are important for because they can give love, security and stability.</p> <p>The characteristics of healthy family life and positive friendships, commitment to each other, including in times of difficulty, give stability and security.</p> <p>How to recognise who to trust and who not to trust. Appreciate differences in families, culture, beliefs; challenge stereotypes.</p> <p>Lesson 3- The conventions of courtesy and manners.</p> <p>Lesson- 4- the importance of permission/consent-seeking and giving in relationships with friends, peers and adults.</p> <p>Lesson 5&amp;6- about different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Protected characteristics - disability, race/nationality/ethnicity, religion, sexual orientation.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>Why are families important?</li> <li>What do families provide children?</li> <li>What are the characteristics of healthy family life?</li> <li>Why is it important to spend time together with family and share experience?</li> <li>What does respect mean?</li> <li>What is a respectful relationship?</li> <li>How can you support respectful relationships?</li> <li>Why is permission seeking important in relationships?</li> <li>What impact does bullying have?</li> <li>What are the responsibilities of a bystander?</li> <li>Who should you seek help from if you are bullied or see somebody being bullied?</li> </ul>	<p>Lesson 1 2 &amp; 3- what a stereotype is, and how stereotypes can be unfair, negative or destructive. To understand that prejudice exists- gender, race, religion, age, sexuality, social status. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>Lesson 4- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Lesson 5- 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.</p> <p>Lesson 6- about different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Protected characteristics - disability, race/nationality/ethnicity, religion, sexual orientation, sex and maternity, gender reassignment, marriage</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>What is a stereotype?</li> <li>Is there a limit to job roles due to gender?</li> <li>What is gender equality?</li> <li>Are there activities that only boys or only girls can participate in?</li> <li>What is disability?</li> <li>Can disabled people take part in sport?</li> <li>What is a special loving relationship.</li> <li>What is consent and what are boundaries? Why is respect important in relationships?</li> </ul> <p><b>Workshop - Empower and Challenge</b></p> <ul style="list-style-type: none"> <li>How do we know these are kind and loving?</li> <li>How should people within a loving relationship behave?</li> <li>What does an unhealthy relationship look like?</li> <li>Where can a person get help and advice?</li> <li>What types of bullying are there?</li> <li>Is all bullying only physical?</li> </ul> <p><b>Workshop - Consent</b></p>

# Living in the wider world – Being safe

**Lesson 1-** that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

**Lesson 2-** how to recognise and report feelings of being unsafe or feeling bad about any adult AND how to report concerns or abuse, and the **vocabulary** and confidence needed to do so.

**Lesson 3-** 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.

**Lesson 4&5-** Facts about legal and illegal harmful substances and associated risks (eg bleach)

**Lesson 6** – Being aware of safety when using a laptop, computer or tablet.

## Key questions:

- Who can you tell if you are sad or worried?
- Do you have to keep a secret that makes you sad?
- What words do we use for the private parts inside our pants?
- Who are adults that we can trust?
- How can you explain what's making you sad/worried?
- What's the difference between a secret and a surprise?
- Why don't we tell people about surprises?
- Do we have to keep promises and secrets if someone says so?
- Will we get into trouble if we tell?
- What should we do or say if we are asked to keep a secret we feel unsure about?
- What goes into and on to bodies?
- Which things are safe, not so safe or dangerous?
- What do labels on bottles tell us?
- How can we get help if someone is hurt or in an emergency?

**PANTS (NSPCC) – internet safety Steps to Stop**

**Lesson 1-** about safe methods of crossing the road.

**Lesson 2-** about being safe and seen when walking or crossing the road at night.

**Lesson 3-** about being safe when travelling in a car, including adult mobile phone use and seat belts. **Lesson 4&5-** how to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know **Lesson 6&7-** Being aware of safety when using a laptop, tablet or computer.

## Key questions:

- How do rules help us to keep safe?
- What makes crossing the road dangerous?
- What can make it safer?
- How do we cross safely?
- How can we keep safe on roads and pavements when it's dark?
- How do adults driving us keep us safe in the car?
- What is a stranger?
- How do we keep ourselves safe if we feel uncomfortable with a stranger?
- Who are safe people to ask for help?

**PANTS (NSPCC) – internet safety Steps to Stop**

**Lesson 1& 2-** that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

**Lesson 3-** how to ask for advice or help for themselves or others, and to keep trying until they are heard AND how to report concerns or abuse, and the **vocabulary and confidence** needed to do so.

**Lesson 4-** to understand where money comes from and how we keep it safe.

**Lesson 5-** to make informed decisions about cost/value

**Lesson 6-** to understand the concepts of saving and lending, including the risks of lending.

## Key questions:

- What is appropriate contact?
- What is inappropriate contact?
- How do we know what is inappropriate contact?
- What is personal space?
- How can you be safe when crossing the road?
- Why is being safe walking/crossing the road important?
- Who can you ask for advice for yourselves or others?
- How can you report a concern?
- Who are the DSLs are in school?
- What are the correct names for our private parts?
- Where does money come from?
- Where do we keep money?
- How do we use money?
- What is meant by cost?
- What is meant by value?
- If something is expensive does it mean it has higher value?
- Why is saving important?
- Why do people save?
- How do people save?
- What is lending?
- What are the risks of lending/borrowing?
- Saving/Lending- why do people save and how?

**Lesson 1-** that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

**Lesson 2-** how to think critically about what someone they know well, or do not know tells them and how information shouldn't be taken at face value.

**Lesson 4-** the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) **Lesson 5-** concepts of basic first-aid, for example dealing with common injuries. How to make a clear and efficient call to emergency services if necessary **Lesson 6-** To understand the concept of planning ahead financially- why and how people do it, including pensions and savings to understand the concept of debt and interest and the impact it can have on people's lives. **Lesson 7-** To understand the concept of tax, and some of the main types applied in the UK.

## Key Questions:

- What is the difference between appropriate and inappropriate contact?
- What is personal space?
- Should we believe everything that we hear?
- How can we decide if what we have heard is genuine or fake?
- When should you call the emergency services?
- What information do you need to give when calling?
- What is first aid?
- When is first aid carried out?
- How can you carry out basic first aid?
- What does debt mean?
- What does interest mean? What does tax mean? What is VAT?

First Aid Responder Visit

**Lesson 1&2-** concepts of basic first-aid, for example dealing with common injuries, including head injuries **Lesson 3-** how to make a clear and efficient call to emergency services if necessary.

**Lesson 4-** how to be safe around water and to be aware of local water hazards.

**Lesson 5&6-** To differentiate between risky situations, exploitation, impact of social media and AI. To recognise and assess risk. The responsible use of mobile phones. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

How to critically consider online friendships and sources of information. How information and data is shared online.

**Lesson 7-** To understand what gambling is and how it can negatively affect people's financial stability.

## Key questions:

- How can we treat a burn or a graze?
- What is a head injury?
- What are the signs that someone has a head injury?
- How can we treat a head injury?
- What information do you need to give?
- How do you keep safe in/near water? (c/c Swimming)
- What should you do if you or someone else gets into difficulty near water?
- How do you identify trusted sources?
- What signs are there that news/information might be fake? How can you check if something is true or not?
- How will you verify your sources? What information can you put across?
- What's the difference between opinion and fact?
- Why is it useful to plan ahead and save?
- What is gambling and how does gambling

Knife crime - Safety Centre  
First Aider Responder visit

# Health and wellbeing – Healthy body and mind

**Lesson 1&2-** that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  
**Lesson 3-** how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  
**Lesson 4 & 5-** about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Key questions:

- What makes us feel good?
- What makes us feel not so good?
- How does it feel in our bodies when we feel... happy, sad, nervous, excited etc?
- What do people look like when they feel... happy, sad, nervous, excited etc?
- Are there any other happy emotions? Sad emotions?
- Have you ever felt \_\_\_\_\_?
- Is it okay to feel nervous/worried/disappointed sometimes?
- Why do we wash?
- How do we wash?
- What happens if we don't wash?
- Why do we change our clothes?
- What do we need to do when we cough or sneeze? Why?
- How do germs spread?

**Lesson 1&2-** about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  
**Lesson 3&4-** about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing  
**Lesson 5 -** about what keeping healthy means, different ways to keep healthy and foods that support good health and the risks of eating too much sugar

Key questions:

- What damage can the sun cause?
- Why do our bodies need sunlight?
- How can we keep safe in the sun?
- How do germs spread?
- What do germs do to our bodies?
- How can we stop germs spreading?
- How can we keep our hands clean?
- How can we be safe and clean around food?
- What is food poisoning?
- How can we keep our bodies healthy?
- How can eating and drinking too much sugar affect your health, including dental health?

**Lesson 1-** that mental wellbeing is a normal part of daily life, in the same way as physical health.  
**Lesson 2-** the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  
**Lesson 3-** simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  
**Lesson 4&5-** the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  
**Lesson 6-** the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. (Link to quality sleep)

Key questions:

- What is mental health?
- What does it mean?
- How is mental health equal to physical health?
- What are some mental health charities and what do they do?
- What are the benefits of physical exercise on mental wellbeing?
- How can you boost mental health?
- What is self-care?
- Can you give some examples for adults and children?
- Why is sleep important? What positive impact does sleep have on your body?
- What happens if there is lack of sleep?
- How can you get a good night's sleep?
- Why is sleep important?
- How can you stay active?
- Why is physical activity important?
- What activities can you do regularly?
- How can you fit exercise into your day even when you are busy?

**Lesson 1&2-** isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  
**Lesson 3- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests, washing and hygiene. Begin understanding physical changes in puberty and hygiene needs; emotional and physical changes.**

**Lesson 4-** where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions AND it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  
**Lesson 5/6-** internet is an integral part of life and has many benefits and risks. The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.  
**Lesson 7-** With puberty, hormones affect our emotions.

Key questions:

- What affect does loneliness and isolation have on children?
- Why is it important to seek help and discuss feelings?
- Who can you seek help and support from?
- Can you name some self-care techniques?
- What are the benefits of self-care techniques?
- What is mental health?
- What are some of the triggers?
- How can you seek support within school?
- How can you recognise when support is needed?
- What is the internet?
- What are the benefits of the internet?
- What are the harms of too much screen time?
- How does growing up affect my emotions/mental health?

**Lesson 1- about menstrual wellbeing including the key facts about the menstrual cycle and puberty.**  
**Lesson 2- about personal hygiene and germs including bacteria, viruses, how they spread c/c Science**  
**Lesson 3- Strategies to deal with transition including bereavement, transition between schools, loss, separation and divorce.**  
**Lesson 4&5&6- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug- taking.**

Key questions:

- What are the key steps in the menstrual cycle?
- What happens in menstruation and how do women manage it?
- What other effects might menstruation have on a woman?
- What are the key parts of the body involved in menstruation?
- What are germs?
- How does bacteria spread on our bodies? c/c Science
- How does personal hygiene help to stop the spread of germs?
- What is an allergy?
- What do allergies cause?
- How do people manage allergies in daily life?
- What are vaccinations?
- Why do we need them?
- What is the impact of smoking on people's health?
- How can people stop smoking if they've already started?
- What is addiction?
- What are the risks of addiction?
- What is peer pressure and what should we do to avoid it?