

Relationships Education Lower KS2

Scarf unit	Year 3	Year 4
<p>Me and My Relationships</p> <p>(DfE category: Families and people who care for me; Respectful Relationships; Caring Friendships)</p>	<p>My special pet Explain some of the feelings someone might have when they lose something important to them. Understand that these feelings are normal and a way of dealing with the situation.</p> <p>Looking after our special people Identify people who they have a special relationship with. Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Friends are special Identify qualities of friendship. Suggest reasons why friends sometimes fall out. Rehearse and use, now or in the future, skills for making up again.</p>	<p>Ok or not ok (1) Explain what we mean by a 'positive, healthy relationship'. Describe some of the qualities that they admire in others.</p> <p>Ok or not ok (2) Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>When feelings change Demonstrate a range of feelings through their facial expressions and body language. Recognise that their feelings might change towards someone or something once they have further information.</p> <p>Under pressure Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>
<p>Valuing Difference</p> <p>(DfE category: Respectful relationships)</p>	<p>Family and friends Recognise that there are many different types of family.</p> <p>Let's celebrate our differences Recognise the factors that make people similar to and different from each other.</p>	<p>Islands Understand that they have the right to protect their personal body space. Recognise how others' non-verbal signals indicate how they feel when people are close to their body space.</p>

	<p>Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling (including talking to a trusted adult)</p> <p>Zeb Understand and explain some of the reasons why different people are bullied. Explore why people have prejudiced views and understand what this is.</p>	<p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Friend or Acquaintance Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances). Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p>That is such a stereotype Understand and identify stereotypes, including those promoted in the media.</p>
<p>Keeping Myself Safe</p> <p>(DfE category: Being Safe; Respectful relationships; Online relationships)</p>	<p>None of your business! Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. Recognise and describe appropriate behaviour online as well as offline. Identify what constitutes personal information and when it is not appropriate or safe to share this. Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Raisin challenge Demonstrate strategies for assessing risks. Understand and explain decision-making skills. Understand where to get help from when making decisions.</p>	<p>Keeping ourselves safe Describe stages of identifying and managing risk. Suggest people they can ask for help in managing risk.</p> <p>Raisin Challenge (2) Understand that we can be influenced both positively and negatively. Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>

<p>Rights and responsibilities</p> <p>(DfE category: Being safe)</p>		<p>Who helps us keep healthy and safe?</p> <p>Explain how different people in the school and local community help them stay healthy and safe.</p> <p>Define what is meant by 'being responsible'.</p> <p>Describe the various responsibilities of those who help them stay healthy and safe.</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p>
<p>Being my best</p> <p>(DfE category: Being safe)</p>	<p>I am fantastic!</p> <p>Identify their achievements and areas of development.</p> <p>Recognise that people may say kind things to help us feel good about ourselves.</p> <p>Explain why some groups of people are not represented as much on television/in the media.</p>	<p>What makes me ME!</p> <p>Identify ways in which everyone is unique.</p> <p>Appreciate their own uniqueness.</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>
<p>Growing and changing</p> <p>(DfE category: Respectful relationships; Online relationships; Being safe.)</p>	<p>Relationship Tree</p> <p>Identify different types of relationships.</p> <p>Recognise who they have positive healthy relationships with.</p> <p>Body Space</p> <p>Understand what is meant by the term body space (or personal space).</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space.</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Secret or surprise?</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p>	<p>My feelings are all over the place!</p> <p>Name some positive and negative feelings.</p> <p>Understand how the onset of puberty can have emotional as well as physical impact.</p> <p>Suggest reasons why young people sometimes fall out with their parents.</p> <p>Take part in a role play practising how to compromise.</p> <p>Secret or surprise?</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Recognise how different surprises and secrets might make them feel.</p>

	<p>Recognise how different surprises and secrets might make them feel.</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Together</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will.</p> <p>Recognise that marriage includes different types of couples.</p> <p>Know the legal age for marriage in England or Scotland.</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>
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