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| **TOPIC AREA** | **RESOURCE LINKS** |
| **Families and people who care for me: Pupils should know** |  |
| That families are important for children growing up because they  can give love, security and stability  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.  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.  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.    That marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | NSPCC Making Sense of relationships’ age 8-16  <https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/>  This lesson provides teachers and primary children with an opportunity to see different kinds of families that might better reflect their own experiences  <https://www.teachingenglish.org.uk/article/my-family>  KS1 My family cards, images, text and lesson plan.  [www.stonewall.org.uk](http://www.stonewall.org.uk)  ‘Getting Started’ in Early years guidance and a ‘Best Practice Guide’ for covering diversity in primary schools.  <https://www.stonewall.org.uk/system/files/creating_an_lgbt-inclusive_primary_curriculum.pdf>  <https://www.disrespectnobody.co.uk/>  Ideas to cover difficult family relationships.  <http://thegreatproject.org.uk/children.html>  useful for signposting to support and introducing terminology of domestic abuse. |

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| **TOPIC AREA** | **RESOURCE LINKS** |
| **Caring Friendships: Pupils should know** |  |
| 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.  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. | <https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships>  <https://www.anti-bullyingalliance.org.uk/>  <https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6>  <http://www.primaryresources.co.uk/pshe/pshe1.htm>  activities on topics such as:  All about me  Friendships & relationships  Bullying and discrimination  Making choices and resolving conflicts  Changes and new beginning’s  <https://www.teachingenglish.org.uk/article/friendship>  KS2 British Council Teaching friendships- lesson plan, and worksheets.  KS1 Word search Friends  <https://advocatesforyouth.org/wp-content/uploads/3rscurric/documents/4-Lesson-2-3Rs-FiguringOutFriendships.pdf>  KS2 lesson plan.  <https://www.teacherplanet.com/content/friendship>  Worksheets, lesson plans, colouring pages and activities for KS1 and 2 |

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| **TOPIC AREA** | **RESOURCE LINKS** |
| **Respectful relationships: Pupils should know** |  |
| 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.  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.  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. | <https://www.bbc.co.uk/bitesize/topics/znddmp3>  There are lot of topics  Friendships & families  Conflict resolution & mediation  Differences & Similarities  Bullies  PSHE Toolkit Healthy Relationships Upper KS2  Ten Questions to explore about bullying during circle time  [www.stonewall.org.uk](http://www.stonewall.org.uk)  ‘Getting Started’ Stonewall toolkit  <https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships>  <http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/05/Happy-and-Safe-Relationships-May-2016.pdf> |

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| **TOPIC AREA** | **RESOURCE LINKS** |
| **Online Relationships: Pupils should know** |  |
| That people sometimes behave differently online, including by pretending to be someone they are not.  That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  How information and data is shared and used online. | <https://learning.nspcc.org.uk/media/1411/making-sense-of-relationships_teaching-resource-guidance.pdf>  <https://learning.nspcc.org.uk/media/1401/ks2-lesson-plan-3-healthy-online-friendships.pdf>  <https://learning.nspcc.org.uk/media/1400/ks2-lesson-plan-2-changing-friendships.pdf>  <https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/>  KS2 resources, lessons plans, videos and activities.  Watch The Adventures of Kara, Winston and the SMART Crew episode 5 Childnet  http://www.childnet.com/resources/the-adventures-of-kara-winstonand-the-smart-crew  Jigsaw clip https://www.thinkuknow.co.uk/parents/Primary/Conversation-  Starters/Go-to-the-movies/jigsaw/  The film Jigsaw is a story about a young girl called Becky who likes to use social networking sites. This 10 minute film shows that when you talk to people online and tell them too much about yourself, you might as well be inviting them through your front door. |

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| **TOPIC AREA** | **RESOURCE LINKS** |
| **Being Safe: Pupils should know** |  |
| 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 recognise and report feelings of being unsafe or feeling bad about any adult.  How to ask for advice or help for themselves or others, and to keep trying until they are heard,  How to report concerns or abuse, and the vocabulary and confidence needed to do so.  Where to get advice e.g. family, school and/or other sources. | <https://www.bbc.co.uk/bitesize/topics/znddmp3>  There are lot of topics  <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>  <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>  <https://www.barnardosrealloverocks.org.uk/> |