PSHE Overview **Topic:** Relationships
Year Group: Year 3 and 4
Term: Cycle A, Autumn 2
British Values: Democracy, Individual liberty, mutual respect tolerance of those of different faiths and beliefs.
Protected Characteristics: Race, religion or belief and sex
Vocabulary: respect, compromise, healthy/unhealthy relationships, family structure, strategies, family unit, peer pressure

We Are Learning to:	
• Recognise that there are different types of relationships e.g. friends, family etc.	• Identify what constitutes a positive healthy friendship and to understand that friendships can have ups and downs.
• Recognise the different ways people care for each other.	• Compare the difference between healthy/ unhealthy friendships.
• Recognise and respecting that there are different family structures.	• Understand the benefits of having different types of friends.
• Balance the needs/wishes of other people with our own needs and to be kind to others.	• Recognise secrets that make you feel uncomfortable and know when to speak out.
• Identify the strategies to build positive friendships and how friendship can support wellbeing including our own wellbeing.	• Recognise when we are being pressured to do something unsafe and develop strategies for managing this.



Useful conversations to have at home:

- Discuss what a healthy friendship looks like (treating others as you wish to be treated yourself) and that healthy friendships are not possessive or controlling.
- Discuss incidents with friends as they arise, discussing possible solutions to problems, including compromise.
- Discuss peer pressure and strategies to deal with this.
- Explain that friendships have ups and downs and discuss strategies to deal with 'falling outs'.
- Discuss the idea of different types of friends e.g. friends from school, best friends, friends from clubs outside of school etc. and how the relationships are different.
- Discuss different family structures and encourage respect for these.
- Ask your child if a friend has ever asked them to keep a secret. Discuss when secrets should be shared-refer to the NSPCC campaign Speak Out, Stay Safe.

https://learning.nspcc.org.uk/services/speak-out-stay-safe