

Me and My Relationships (Y4)

What you have already learnt in year 3:

You can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline. You understand that relationships both on and offline may change over time and how to ask for help if this makes me unhappy. You can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them. You understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult. You know how other families are similar or different to mine (this includes same sex). You understand that it is OK to be different to others. You understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring. You can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention. You know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent. You can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies). You can empathise with other people and understand how people can react differently to the same situation. You can listen to and show respect for the views of others both on and offline. You know the importance of valuing yourself. You can recognise and challenge stereotypes (including supporting trans children). You know about change and loss including separation, divorce and bereavement and the associated feelings.

Key Skills

Personal Effectiveness

- Recognising and managing peer influence and the need for peer approval.
- Strategies for identifying and accessing appropriate help and support.
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).

Interpersonal and Social Effectiveness

- Valuing and respecting diversity.
- Using these skills and attributes to build and maintain healthy relationships.

Skills and knowledge I may use from other subjects:

English

- Increasing knowledge and understanding of more complex vocabulary.
- Developing discussion skills by taking turns and listening to the opinions of others to help shape their own ideas and beliefs.
- Further developments in writing, such as planning, drafting editing and improving; as well as sentence structure and use of vocabulary.

Computing

- To use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.

What you will have learnt by the end of Key Stage 2.

By the end of lower key stage 2, you will have a good understanding of body image and how the media can sometimes misrepresent this. You will be able to describe the features of a good, healthy relationship and have a range of strategies and skills to help you to manage a fall out. You will be able to respond appropriately to people's emotions and feelings, as well as be able to understand a range of feelings you might experience yourself. You will be able to explain what love is, and understand that there are a range of different relationships, including same sex marriages.

By the end of upper key stage 2, you will have a secure understanding of the physical and emotional changes you will go through as you grow from childhood to adulthood, including those brought on by puberty. You will be able to approach these changes in a respectful and mature manner. You will understand how you can manage your periods (or how girls manage their periods) and know how to get the help you need. You will be able to explain in detail how humans reproduce including conception.

You will be able to identify healthy and unhealthy relationships, and be able to describe the features of these. You will have a range of strategies to resist the pressure to do something inappropriate, and know where to go for help should you need it.

You will understand what discrimination and stereotypes are, and why it is important to be respectful and mature towards these.

Opportunities for teaching diversity, equality and expanding cultural capital

Opportunities to meet people of different backgrounds (ethnic, cultural, faith and physically).

Opportunities to read stories about people of different backgrounds (ethnic, cultural, faith and physically).

What you will have learnt by the end of this unit

- I feel good about myself and my body and have an understanding of how the media presents 'body image'
- I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body
- I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people
- I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships
- I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people
- I understand a range of feelings and how these make me feel both emotionally and physically

Key Vocabulary

Behaviour – to act or react in a particular way.

Bereavement – suffering the death of a loved one.

Body image – how an individual sees their own body and how attractive they feel themselves to be.

Bullying – to purposefully hurt, intimidate, threaten or ridicule someone repeatedly

Characteristics – a special quality or appearance that makes an individual or group different from others.

Commitment – an agreement or pledge to do something in the future.

Differences – ways in which we are not the same.

Divorce – the action of legally ending a marriage.

Emotions – a strong feeling about something or someone.

Empathy – understanding how someone feels.

Family – a group of people living under one roof composed of one or two parents and their children.

Friends – people who have a strong liking for and trust in each other.

Genitalia – genital organs on the outside of the body.

Independence - being capable of doing some things on your own without support

Love – a quality or feeling of strong affection for another.

Offline – not connected to a computer.

Online – relating to or connected to a computer or system such as the internet.

Private – something that is not shared with lots of people.

Process – a series of actions that leads to a result

Relationships – our connections with other living things (especially people).

Respect – to avoid interfering with

Security – the state of feeling safe.

Share – to give or be given a part of something.

Similarities – the state of being similar.

Stability – feeling secure.

Stereotypes – an idea that many people have about a thing or a group and that may often be untrue or only partly true.

Teasing – to annoy, pester or make fun of someone.

Violent – acting with harmful physical force.

There are special people in our lives, who can help us feel happy and safe. We have a responsibility to be kind and respectful to the special people in our lives.

We have many different emotions. We can affect the emotions of ourselves and others through our thoughts, words and actions. Different people may feel differently about the same thing.

Sometimes, people who love each other choose to spend their lives together. Some ways of doing this include marriage, living together, or civil partnerships.

Healthy Relationships

Managing Friendships



Friends have a responsibility to be respectful and kind to one another. Just because people are friends, it doesn't mean that they will always think the same way or want to do the same things. Friends should compromise with each other. Friends should show empathy for their friends.

Communication and Expression



Often, we can complete tasks far more quickly and easily with the help of others – teamwork is important.

When working together, it is important that we listen to others' ideas carefully.

It is also important that we communicate well, pronouncing our words clearly and expressing ourselves accurately.

Together



Often, when people love each other, they want to spend the rest of their lives together. Some people choose to get married, but many also choose to live together or have a civil partnership. A man can get married to a woman or a man. A woman can get married to a woman or man. In England, someone must be 16 to get married (with parents' consent – 18 without).

Body Space

Think PANTS:

P = Privates are private

A = Always remember, your body is yours

N = No means no

T = Talk about secrets

S = Speak up, someone can help.

We all have our own body space, and should learn when somebody wants to be given space. Our minds are programmed to feel uncomfortable when someone is too close.

Recall and Remember

Complete the Knowledge mind map at the start of each lesson to record what you can remember. Colour code what you write down and write the date in the key at the bottom of the page.

1. Explain how the media presents 'body image'.

2. How do emotions change as you get older and why is it important to take care of your body?

3. What does a stable, healthy relationship look and feel like?

4. What advice would you give to someone who is experiencing an unhealthy friendship either online or offline? Why?



Feelings and Emotions

Our inner feelings are also known as our emotions.

There are many, many different emotions.

You can feel more than one emotion at the same time, e.g. before a sports match you may feel both excited and nervous.

People may feel different emotions in the same situation, e.g. something that makes one person happy may make another person depressed.

Emotions can make our bodies react in certain ways, e.g. when we are nervous we may feel butterflies in our stomach, or when we are sad we may feel sick.

Challenges and Dares

A challenge is something that we try to succeed at, that cannot be completed easily.

It is good to have challenges in our life to try and overcome, in order to build our skills and experiences.

A dare is when someone tries to get someone else to complete a challenge. Some dares are positive, but some dares can make people feel uncomfortable.

You should not feel pressured to do things just because someone has dared you to do it, especially if it is dangerous, mean, or unfair. You can talk to a trusted adult or a friend if you feel uncomfortable about a dare.

Being Kind

Friends and Acquaintances

A friend is someone that you share a strong bond with. Friends spend time with each other and know each other well.

Acquaintances are people who you know slightly, but do not have a close bond with. Examples might be your postman or someone who serves you in a café. Acquaintances do not spend lots of time together, and do not have a close bond with one another.

Our behaviour differs with friends and acquaintances. E.g. It is more appropriate to share our feelings with our friends and family than with acquaintances.

Under Pressure

As we get older, we may feel more pressure from our peers (and other people around us) to act in a certain way.

It is important to demonstrate independence and an understanding of what is right and wrong. You should have the confidence to do the right thing, and the resilience to stand strong when others do the wrong thing.

