



Year 3 PSHE Summer Term 1 – Relationships

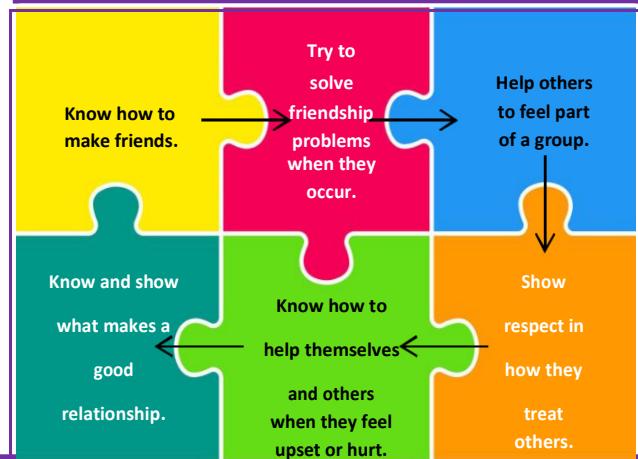
Outcome of Unit

- I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.
- I can express a sense of the responsibility we have for each other because of these connections.

- I can explain how my life is influenced positively by people I know and also by people from other countries.
- I can explain why my choices might affect my family, friendships and people around the world who I don't know.

- I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.
- I can tell you how I depend on other people and how other people depend on me.

Puzzle Outcome of Weekly Celebrations



Knowledge/Learning Objectives

1) Can I identify the roles of each member of my family and think about the roles of males and females?	I know that families are different and are made up in many different ways. I know that there are jobs that males and females do. I think that men and women can do the same job and that they should be treated equally. I know that different people have responsibilities within a family. I can think about male and female specific jobs.
2) Can I say what makes a good friendship?	I can tell you the skills I need to be a good friend and what I should expect from others. I am able to say what a good friend is. I can say how friends work together to solve problems. I know that sometimes friends will feel different emotions at different times. I can say what skills I have and how I am a good friend.
3) Can I explain how to keep myself safe online and who to speak to when I am worried?	I can say what is safe and what is unsafe online. I can tell you where I feel the safest and where I feel the least safe. I can give you examples of safe and unsafe situations and behaviour online and say how these might make me and other people feel. I can explain the dangers I might face in certain online situations or when using apps and gaming platforms and how I can overcome these appropriately. I know who I can go to if I am worried about anything I see online.
4) Can I explain how the work of others around me can influence my life? [Global Citizen #1]	I can locate and say what countries there are in the world. I can explain what they give us and what we give them. I know how this can impact upon our lives. I know that foods and goods come from all over the world and benefit us in many ways. I know that there are people who have different lives to us.
5) Can I explain how my needs and rights are shared around the world? [Global Citizen #2]	I know the difference between a need and a want. I know that this links to the UN Rights of the Child and can say what rights are. I can compare my life to others in different countries. I can say how the UN convention makes sure that children's basic needs are met.
6) Can I show my appreciation to my friends and family?	I know that appreciation means being thankful for who and what I have. I know that I can show this in different ways. I can explain who my close and special relationships are. I can tell you who is special to me and why.

Subject Specific Vocabulary/Facts

Climate	The weather conditions in a particular area.
Communication	Exchanging information.
Conflict	An argument or disagreement.
Deprivation	To not have, or not be allowed to have, something.
Differences	Things that are not the same.
Equality	To have equal rights and opportunities.
Family	A group of people who are related.
Female	A girl or woman.
Food journeys	How food reaches us from where it was produced.
Friendship	A relationship between two or more people.
Global	Relating to the whole world.
Inequality	Something that is not equal or not the same.
Interconnected	Having every part of something linked together.
Justice	To be treated correctly or fairly.
Male	A man or boy.
Needs	Something that is very important and necessary.
Private messaging (PM)	A message that can only be read by one person or a group of people chosen by the sender.
Problem solving	To try and find solutions or answers to difficult issues.
Respect	To consider the feelings, wishes or rights of others.
Responsibilities	The requirement to do something correctly.
Rights	Things that we are allowed to have as human beings.
Roles	Behaviours or things we do as parts of a job.
Similarities	Things that are the same, or almost the same.
Social media	Websites and apps used to share information.
Solution	Solving a problem and coming up with an answer.
Stereotype	A common view of something or someone.
Trade	Buying and selling goods.
Transport	To move people or goods from one place to another.
United Nations (UN)	An organisation made up of world countries that works for peace and aims to keep everyone safe.
Unisex	Suitable for male and female people.
Wants	A wish or strong desire for something.



Year 4 PSHE Summer Term 1 – Relationships

Outcome of Unit

- I can give reasons why people may experience a range of feelings associated with personal loss.
- I can offer and evaluate solutions to help manage personal loss.

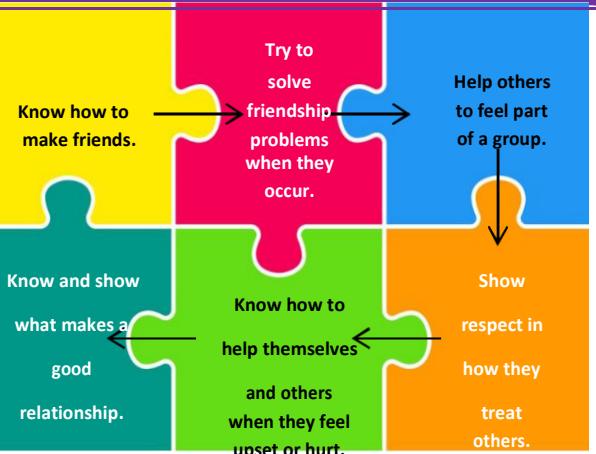


- I can recognise how people are feeling when they miss a special person or animal.
- I can give ways that might help me manage my feelings when missing a special person or animal.



- I can tell you some different ways that I can show love for special people and animals.
- I can tell you how it might feel to miss a special person or animal.

Puzzle Outcome of Weekly Celebrations



Knowledge/Learning Objectives

1) Can I explain what jealousy is and how to deal with it?	I know that jealousy is a common emotion which can be harmful in relationships and lead to other negative feelings like anger and anxiety. I can recognise the types of situations where jealousy might occur and give my own examples. I can think of strategies I can use to manage jealousy and stop it leading to an unhelpful situation.
2) Can I identify someone I love and say why?	I can tell you who I love and why I love them. I can explain how I feel when I lose someone/something I love. I can explain what loss means and how it might make me feel. I know that my feelings might change with love and loss. I can say who is special to me and explain why.
3) Can I tell you my memories about someone?	I can explain how we still remember and think of people we don't see anymore. I can explain how I remember people by the objects that I might have. I know that there are reasons why I don't see someone anymore (death, parting, moving, etc.). I can say who I don't see any more than I used to and how this makes me feel.
4) Can I explain how to manage my friendships and make new ones?	I can explain that friendships have positives and negatives, that they can change or end over time and that this is normal. I can recognise the difference between friendship issues that can be resolved and friendships that need to change or end, and give examples. I can explain the strategies needed in each type of situation, such as how to compromise and negotiate to make a situation better.
5) Can I explain why having a boyfriend or girlfriend is a special type of relationship?	I know that having a boyfriend or girlfriend is different to being friends. I know it is a special relationship between two people that will become more important to me as I get older. I know what is appropriate and inappropriate behaviour in such a relationship. I know that I might have different opinions about these types of relationships to others and that this is OK.
6) Can I show appreciation to my family and my pets?	I can explain how I show love and appreciation to my family and my pets. I know and can explain how this is reciprocated. I know that it is important to have a special person whom I love and appreciate.

Subject Specific Vocabulary/Facts

Acceptance	Agreeing to receive or do something.
Anger	A strong feeling of being annoyed or displeased.
Appreciation	Recognising the full worth of someone or something.
Attraction	A strong feeling of liking someone or something.
Betrayal	To break someone's trust.
Compromise	To agree to something by making concessions.
Denial	Denying something or saying that it isn't true.
Depression	A strong feeling of misery and unhappiness.
Despair	A complete loss of hope.
Disbelief	Unable to accept that something is true or real.
Emotions	Your feelings about your situation or other people.
Empathy	To be able to understand and share the feelings of others.
Guilt	A feeling of having done something wrong.
Hopelessness	The state of being without hope.
Jealousy	Unhappiness caused by not having what others have.
Loyalty	To strongly support somebody or something.
Memento	Something kept as a reminder of someone.
Memorial	A structure built to remind people of something.
Negotiate	To find a way of moving through a situation.
Numb	Not being able to feel anything.
Pressure	To persuade somebody.
Relief	A feeling of reassurance.
Shock	A sudden and surprising or upsetting experience.
Special	Something, or someone, that is better than normal.
Souvenir	Something kept as a reminder of a place or event.
Strategy	A plan of action used to achieve goals or aims.
Symbol	Something that is used to represent something else.



Year 5 PSHE Summer Term 1 – Relationships

Outcome of Unit

- I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.
- I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.

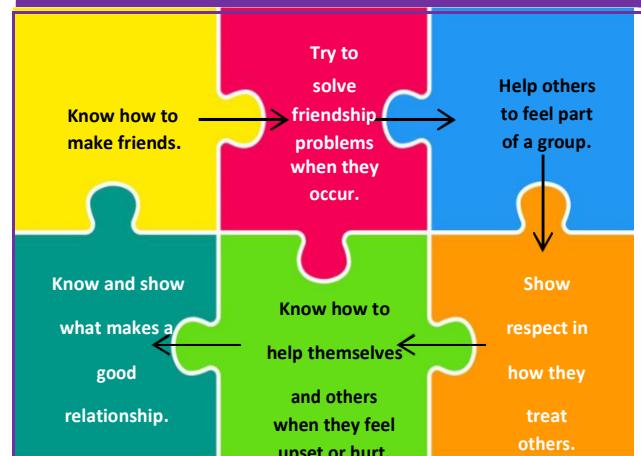


- I can compare different types of friendships and the feelings associated with them.
- I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
- I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.



- I can tell you about different types of friendship and ways these might change.
- I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends.
- I can tell you why some feelings might lead to someone using technology to harm me or others.

Puzzle Outcome of Weekly Celebrations



Knowledge/Learning Objectives

1) Can I identify who I am?	I know that I have different qualities to my friends and this is what makes me unique. I can say if I am surprised by these and how they make me feel. I can say how I feel about myself and give myself some positive personal qualities. I can say how these make me feel.
2) Can I identify the positives and negatives of belonging to an online community?	I can identify situations online that are safe or unsafe, and know who to ask for help if I am unsure. I know what an age-limit is and why they are appropriate based on the responsibilities that are attached to them. I can identify the age-limits of a variety of different situations, in particular situations about sharing information or communicating online or through social media.
3) Can I understand the rights and responsibilities of belonging to an online community?	I know that it is normal to want to be part of a community. I can explain what the attractions of joining an online community are. I know that people have a right to be treated respectfully and that they have responsibilities as part of an online community. I can identify any risks posed by being in an online community and what to do if I feel unsafe.
4) Can I understand the rights and responsibilities of online gaming?	I know that online gaming is popular in the world today and can identify positive and negative things about it. I can identify when a game becomes unsafe or risky for me and what to do if this happens. I know that games companies cannot always check people are being respectful and responsible online, and that players have to use their common sense and follow the rules to keep each other safe.
5) Can I explain how screen time can impact my health?	I know that technology changes quickly and makes us more dependent on devices. I can explain how too much screen time can have a negative effect on my physical and mental health and can give examples. I know that I might have more understanding of this than some adults or family members and can use different strategies to balance my screen time as an example to others.
6) Can I explain how to stay safe when communicating with my friends?	I can explain what would happen if I gave information to someone who I did not trust. I can explain how I would feel if my information got posted online. I can be honest and say what information I have posted and what the impact of this might be.

Subject Specific Vocabulary/Facts

Age-limit	An age which something can or cannot be done at.
Appropriate	Something that is suitable or proper.
Attributes	Another word for characteristics [see below].
Characteristics	A particular aspect of something or of someone's personality.
Choices	What we choose to do (between two or more things).
Community	Sharing a common vision.
Devices	Something made or adapted for a particular purpose.
Gambling/betting	Paying to play games to try and win money.
Grooming	Making friends with a child to cause them harm.
Mental health	Wellbeing to do with how someone copes with life.
Off line	Not connected to a computer or the Internet.
Online	Connected to a computer or the Internet.
Personal information	Information about a specific person.
Personal qualities	Characteristics that a specific person has.
Physical health	The state of a person's physical body.
Responsibility	The requirement to do something correctly.
Rights	Things that we are allowed to have as human beings.
Risky	To put someone or something in danger.
Screen time	The time spent using an electronic device.
Self-esteem	A person's confidence in their own abilities.
Social network	A website or app used to communicate or share information with other people.
Trolled	To be abused by someone over the Internet.
Trustworthy	To rely on somebody or something because of its truthfulness and honesty.
Violence	Physical behaviour used to hurt someone or cause damage to something.
Vulnerable	Being exposed to potential harm.



Year 6 PSHE Summer Term 1 – Relationships

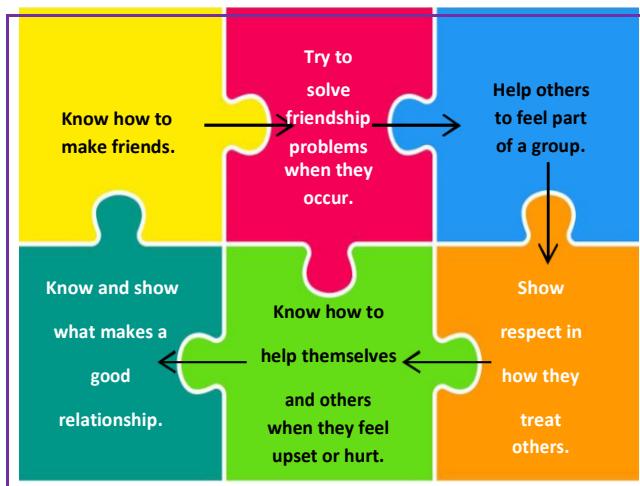
Outcome of Unit

- I can explain why people may experience a range of feelings associated with loss.
- I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.
- I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem.
- I can also appraise the effectiveness of different strategies to help me manage my feelings.

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- I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
 - I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.
 - I can offer strategies to help me manage these feelings and situations.

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- I can say how people might feel if they lose someone special to them.
 - I can also give some examples of when people might try to control or gain power over others.
 - I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.

Puzzle Outcome of Weekly Celebrations



Knowledge/Learning Objectives

1) Can I recognise the importance of looking after my mental health and wellbeing?	I know what mental health is and understand it is different to having a mental health 'problem'. I understand that mental health is connected to having balance and that too many challenges can cause an imbalance. I know that challenges are a normal part of life and not simply indicators of poor mental health and can think of strategies to help recreate balance in a person's mental health.
2) Can I look after my mental health and wellbeing?	I can think of positive connections between me and other people in my life. I remember that challenges are a normal part of life and that life can become imbalanced by certain situations. I can identify clues in mine and others' behaviour that show their mental health is not balanced. I can suggest strategies to restore a balanced state of mental health and break cycles of negativity.
3) Can I understand the different stages of grief?	I know that loss and change is a normal part of life. I can identify situations that are difficult to cope with and know that these can be different for everyone. I know that grief is one of the biggest challenges in life and that it often starts with feelings of loss and change. I can identify different stages of grief and the feelings connected to them. I know that everyone experiences grief differently.
4) Can I recognise when I need to stand up for myself?	I can explain what control and power means and how this might be shown. I can explain how this can be used over people and the impact it can have on them. I know the different ways of standing up for myself and others and the impact that this will have.
5) Can I keep myself and others safe online?	I know that the Internet is always expanding and cannot be properly policed to keep everyone safe. I know that most people use the Internet safely, but some use it to harm others. I can identify whether something on the Internet is safe because of how true it is and that everyone is responsible for what they do online. I can suggest strategies to deal with negative online pressures and influences.
6) Can I explain how to use technology in a positive way?	I can explain what I know about Internet safety and how to stay safe. I know that technology can be used in a positive and a negative way. I know how to keep others safe and what advice to give.

Subject Specific Vocabulary/Facts

Abuse	To misuse something or to treat someone cruelly.
Acceptance	Agreeing to receive or do something.
Anxiety	The feeling of being worried, anxious or nervous..
Ashamed	To feel embarrassed or guilty about an action.
Assertiveness	The state of being assertive.
Authority	A person or organisation in charge of something.
Bereavement	The death or loss of a loved one.
Bullying	Trying to harm or intimidate another person.
Communication	Exchanging information.
Coping strategies	Strategies to help you do something effectively.
Cyberbullying	Trying to harm or intimidate another person using electronic communication.
Denial	Denying something or saying that it isn't true.
Despair	A complete loss of hope.
Emotions	Your feelings about your situation or other people.
Grief	A strong feeling of sadness caused by loss.
Guilt	A feeling of having done something wrong.
Influences	Things that affect someone or something.
Judgement	The ability to reach a sensible decision.
Mental health	Wellbeing to do with how someone copes with life.
Self-control	A person's ability to control their emotions /actions.
Self-harm	Causing deliberate harm to yourself.
Stigma	Disapproval of someone based on their character.
Strategies	Plans of action used to achieve goals or aims.
Stress	Mental or emotional pressure or tension.
Warning	Advice given to make people cautious.