

Safe Relationships

In Year 3 this half term, we will be learning about safe relationships. We will be learning about what a healthy and unhealthy relationship looks like including online, personal boundaries, safe touch, the impact of hurtful behaviour and how to ask for help.

I know what I can share and what I should keep private to keep myself and others safe.

I know that some secrets and surprises are safe.

I can list things I should keep private to keep myself and others safe.

I can explain what to do if I feel unsafe or uncomfortable.

To explain what is meant by 'consent' and 'permission'.

I can recognise where they may need to give or receive permission online.

I understand that choices they make online are important and can have meaning for others too.

I know how to stay safe online

I can describe what the internet is

I can name the things they can do online

I can explain different things they need to ask permission for

I recognise how to make good choices online

I know the importance of not sharing personal information

To judge what contact is acceptable or unacceptable.

I can identify different types of touch.

I know how to respond to unwanted touch.

I know the importance of speaking to a trusted adult.

I know the areas of my body that are private.

I can identify bullying behaviours and reflect on what I can do to help stop bullying.

I can explain what bullying is.

I can describe some of the effects of bullying.

I can reflect on how all I have learnt makes me feel.

I know what to do if I experience or witness bullying.

I can reflect on what I am going to do to show kindness to all people.

Key vocabulary: secret, surprise, private, safe, unsafe, comfortable, uncomfortable, share, respect, privacy, body, underwear, pants, touch, pressure, permission, consent, help, confidentiality, confirm, personal information, emotions, consent, permission, informed choice, compromise, agree, internet, online, question, answer, choices, check, ask, personal information, consent, age restrictions, passwords, personal space, body boundaries, bullying, teasing, discrimination, prejudice, verbal, physical, abuse, online, cyberbullying, social media, mental health, wellbeing

Further information for parents:

<https://parentinfo.org/article/peer-pressure-a-parents-guide>

www.parentzone.org.uk/peerpressure

www.parentinfo.org/

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/>

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

Statutory Guidance Links:

Topic: Being safe

- 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.

Topic: Caring Friendships

- 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.
- 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.

Topic: Respectful Relationships

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- 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.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Topic: Online Relationships

- 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.

Topic: Mental wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Topic: Internet safety and harms

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online

Year 3 Autumn 2 PSHE Information Leaflet

Safe Relationships

Below are some examples of resources that will be used within the lessons:

Lesson 2 : Touch

MY PERSONAL SPACE

Acceptable and unacceptable touch



- You decide who touches you and who can enter your personal space.
- Just like you need personal space, so do others.
- You need to ASK for permission before entering someone's personal space!
- Examples of invasions of personal space: clinging on someone, poking, unwanted tickling, etc.

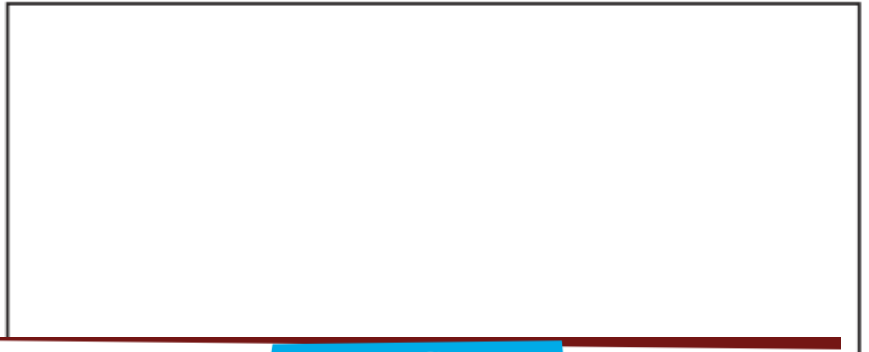


Saying No to Bullying



Everyone has the right to live a safe, happy, healthy and fulfilling life which is free from bullying.

Design and create a poster to raise awareness of bullying and its effects. Encourage others to work together to help stop bullying. Remember, a small change can make a big difference!



Lesson 1 : Secrets

How to play;

Take a turn to choose a secrets card. Each of the cards has a situation which someone has told a child to keep a secret.

Together, read the card and decide whether it is a good or bad secret and discuss why you think so.

The Effects of Bullying Sorting Cards

Cut out the cards and give each pair of children one whole set.



Bullying can make people feel very alone.

SOMEONE ASKS YOU TO KEEP A SECRET ABOUT:

A card for your teacher

SOMEONE ASKS YOU TO KEEP A SECRET ABOUT:

Being punched

SOMEONE ASKS YOU TO KEEP A SECRET ABOUT:

A surprise birthday party

Bullying can make people feel worthless.



Bullying can make people stop believing in themselves.



Bullying can stop people from being able to learn and concentrate at school.



Bullying can make people feel so sad that it makes them poorly.