

## National Statutory Requirements

(DFE Statutory Guidance on Health Education and Relationship Education)

- 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
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

## Series of Lessons

- Recognise that all families are different.
- Value and respect diverse families.
- Explore ways that people care for one another.
- Identify the characteristics of loving, stable family relationships.

## Unit Outcomes

In this unit of work, pupils learn:

- about different types of relationships (e.g. friendships, family relationships, romantic relationships)
- about different types of family structure, including single parents, same-sex parents, blended families, adoption and fostering
- ways that people can care for each other
- the characteristics of healthy family life such as commitment, care, spending time together and being there in times of difficulty
- how to recognise if family relationships feel unhappy or unsafe and how to seek help or support

PSHE



Families – Year 4

## Progression of Skills (PSHE ASSOCIATION PROGRAMME OF STUDY 2020)

- R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

## R&R and Herne Harmony Values

Article 2, Article 12, Article 30,  
**Respect, Collaboration, Enjoyment**

## Vocabulary

Stability, Blended,  
Same-Sex, Diversity,  
Adoption,  
Commitment, Care,  
Happy, Unhappy,  
Healthy, Unhealthy

## Resources

Flipcharts, Worksheets  
on system, Baseline  
Assessments,  
Dictionaries, Resources  
on system.