

## National Statutory Requirements

### (DFE Statutory Guidance on Health Education and Relationship Education)

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- 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.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 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.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.

## Series of Lessons

- Explain why friendships are important and what makes a good friend.
- Think critically and ask questions
- Understand we have different types of friendships and know that different friends bring us different things.
- Know what helps and hinders friendships.

PDL



Friendships – Year 3

## Unit Outcomes

In this unit of work, pupils learn:

- about the importance of friendship
- about what makes a good friend
- how to build positive and healthy friendships
- how to solve disagreements and conflicts
- to recognise hurtful behaviour and bullying, and how to get help
- to respect and accept differences and appreciate similarities between people

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

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H36. strategies to manage transitions between classes and key stages,

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

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

## R&R and Herne Harmony Values

Article 15, Article 16, & Article 31

Respect, Enjoyment, Honesty & Collaboration

## Vocabulary

Friendships,  
Relationships, Positive,  
Healthy, Disagreements,  
Conflicts, Bullying,  
Differences, Similarities,  
Respect

## Resources

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