

## 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.
- 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.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.

## Series of Lessons

- Understand what the qualities of healthy friendships look and feel like.
- Explain how healthy friendships make people feel included.
- Resolve disputes positively and safely.
- Recognise and manage friendships which feel unsafe or uncomfortable.

PDL



Friendships – Year 4

## Unit Outcomes

In this unit of work, pupils learn:

- about the qualities of healthy friendships, including online friendship skills, including communicating safely online
- that healthy friendships make people feel included
- how to recognise and include others who feel lonely
- how to seek support if feeling lonely or excluded
- how to resolve disputes positively and safely
- to recognise and manage friendships that feel unsafe or uncomfortable
- how to ask for support if necessary

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

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

**H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

**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

**R13.** the importance of seeking support if feeling lonely or excluded

**R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

**R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

**R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

**R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

**R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

**R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

**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.

**L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

## R&R and Herne Harmony Values

Article 13, Article 14, Article 15 & Article 31

Respect, Enjoyment, Collaboration

## Vocabulary

Friendships,  
Relationships, Healthy,  
Unhealthy, Excluded  
Included, Safe, Disputes,  
Uncomfortable,  
Comfortable, Online

## Resources

Flipcharts, Worksheets  
on system, Sylvia and  
the Bird by Catherine  
Rayner, Baseline  
Assessments,  
Dictionaries, Resources  
on system.