

Safe Relationships

In Year 5 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 and how to ask for help.

To recognise healthy and unhealthy relationships.

I can spot signs of an unhealthy relationship.

I can suggest different ways to end a relationship if necessary.

To know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.

I can explain what makes someone a good friend.

I can describe what a healthy and respectful online relationship looks like.

I can identify what inappropriate online behaviour and relationships might look like.

I understand how to assess online relationships.

I can commit to positive online behaviours to help me and others to stay safe online.

To explain when it is right to keep a secret, when it is not and who to talk to about this.

I can identify times when it is appropriate to share a secret.

To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.

I can ask for, give and not give permission for physical contact

I know how it feels in a person's mind and body when they are uncomfortable

I know that it is never someone's fault if they have experienced unacceptable contact

I know how to respond to unwanted or unacceptable physical contact

I know what personal boundaries are

To know when and how to ask for help from an adult

I can identify people we can talk to if we are worried or feel unsafe.

I can identify organisations who can support if needed

I know when we might need help from an adult

I know how to keep asking for help until I am heard

Key vocabulary: healthy, unhealthy, risky, relationships, friendship, relatives, family, support, ending, personal, private, privacy, boundaries, respect, safe, online safety, report, help, appropriate, inappropriate, relationship, healthy, friendship, behaviour, risks, harmful, content, contact, concern, comfortable, uncomfortable, pressure, online identity, deceive, impersonate, bullying, false profiles, kindness, trust, digital citizenship, feelings, assess, control, right, consent, online strangers, secrets, shared, kept, confidential, confidence, share, support, touch, unsafe, uncomfortable, trusted adult, private parts, wanted, unwanted, permission, personal boundaries, privacy, trust, respect, report, help.

Further information for parents:

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

www.parentzone.org.uk/peerpressure

www.parentinfo.org/

<http://www.ceop.police.uk/>

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

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 5 Autumn 2 PSHE Information Leaflet

Safe Relationships

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

I got full marks in my maths test this week! I can't believe it, I have never ever got full marks!

I am so proud of you, that is brilliant. You deserve it too, you have worked so hard on your maths.



Is this relationship showing signs of being healthy or unhealthy?: _____

drama scenario

Respectful Online Relationships Drama Cards

A group of friends are having a video call. The majority want to go shopping after school one night, two of the group don't feel ready to do this without a trusted adult. Show the majority listening to how the two feel and respecting their decision not to come along, reassuring them that it is the right thing to say no to something they don't feel comfortable with.



WAYS to Stay Safe



Recognize
Is it safe?
What's the rule?



Report
Tell an adult



Refuse
Say words that mean NO

SecondStep.org