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| **Year 3**  **Autumn 1**  **Me and My Relationships** | Looking after our special people | * 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. *Families and people that care for me* * How important friendships are in making us feel happy and secure, and how people choose and make friends. *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. *Caring friendships* |  |
|  | How can we solve this problem? | * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* * 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. *Caring friendships* * 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. *Respectful relationships* |  |
|  | Dan’s dare | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Respectful relationships* |  |
|  | Thunks | * 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. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The conventions of courtesy and manners. *Respectful relationships* |  |
|  | Friends are special | * How important friendships are in making us feel happy and secure, and how people choose and make friends. *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. *Caring friendships* * 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. *Caring friendships* |  |
| **Autumn 2**  **Valuing Difference** | Family and Friends | * That families are important for children growing up because they can give love, security and stability. That families are important for children growing up because they can give love, security and stability. *Families and people that care for me* * 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. *Families and people that care for me* * 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. *Families and people that care for me* * 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. *Families and people that care for me* * What a stereotype is, and how stereotypes can be unfair, negative or destructive. *Respectful relationships* |  |
|  | Respect and challenge | * 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. *Respectful relationships* * The conventions of courtesy and manners. *Respectful relationships* |  |
|  | Our friends and neighbours | * 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. *Respectful relationships* * The conventions of courtesy and manners. *Respectful relationships* |  |
|  | Let’s celebrate our differences | * 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. *Families and people that care for me* * 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. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * 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. *Respectful relationships* * 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. *Online relationships* |  |
|  | Zeb | * 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. *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. *Respectful relationships* * 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. *Respectful relationships* * What a stereotype is, and how stereotypes can be unfair, negative or destructive. *Respectful relationships* * 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. *Online relationships* |  |
| **Spring 1**  **Keeping Myself Safe** | Safe or unsafe | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | Danger or Risk | * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* |  |
|  | The Risk Robot | * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | Super searcher | * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships* * How information and data is shared and used online. *Online relationships* |  |
|  | None of your business | * The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships* * That people sometimes behave differently online, including by pretending to be someone they are not. *Online relationships* * 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. *Online relationships* * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships* * How information and data is shared and used online. *Online relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | Raisin Challenge | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* |  |
| **Spring 2**  **Rights and Responsibilities** | Helping each other to stay safe | * Where to get advice e.g. family, school and/or other sources. *Being safe* |  |
|  | Recount task | * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships* |  |
| **Summer 1**  **Being My Best** | For or against | * 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. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The conventions of courtesy and manners *Respectful relationships*. |  |
|  | I am fantastic | * That people sometimes behave differently online, including by pretending to be someone they are not. *Online relationships* |  |
| **Summer 2**  **Growing and Changing** | Relationship tree | * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring relationships* * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring relationships* * 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. *Caring relationships* * 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. *Online relationships* |  |
|  | Body space | * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe* |  |
|  | Secret or surprise | * 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. . *Being safe* |  |