

PSHE Links to A Journey In Love (RSE)



Year Group	Journey In Love	DFE Guidance
<p>▪ Year 3</p> <p>Aim: To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe.</p>	<p>1) Social and Emotional</p> <p>Learning Intention: To describe and give reasons how friendships make us feel happy and safe.</p> <p>1) Physical</p> <p>Learning Intention: To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p>2) Spiritual</p> <p>Learning Intention: To celebrate the joy and happiness of living in friendship with God and others.</p>	<p>Families and people who care for me</p> <p>Those 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.</p> <p>Caring Friendships</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: 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 unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p>Respectful relationships</p> <p>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</p>

		<p>steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or manners. The importance of self-respect and how this links to their own happiness. That in schools and in wider society they can expect to be treated with respect by others, and 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.</p> <p>Online relationships</p> <p>The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. Sometimes people may behave differently online including by pretending to be someone they are not. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>Being Safe</p> <p>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 heard. How to report concerns or abuse and, the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? How to respond to adults they may not know.</p>
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