

<b>Year 3 Autumn 1</b> How can we be a good friend?  <b>Theme :Relationships</b> Friendships; making positive friendships; managing loneliness, dealing with arguments		
<b>PoS Core theme 1</b> <b>Health and wellbeing</b>	<b>Core theme 2</b> <b>Relationships</b>	<b>Core theme 3</b> <b>Living in the wider world</b>
	<b>Friendships</b> <b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing <b>R11.</b> 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 <b>R13.</b> the importance of seeking support if feeling lonely or excluded <b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them <b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely <b>R18.</b> 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	
<b>Prior Learning:</b> Year 2 Aut 2 What is bullying? Year 2 Aut 1 What makes a good friend? Year 1 Aut 2 Who is special to us?		

**End points :-**

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

**Key vocabulary**

- Mutual respect
- Truthfulness
- Trustworthiness
- Loyalty
- Kindness
- Generosity
- Trust
- Sharing interests and experiences
- Support with problems and difficulties

**Relationship Education – graduated age appropriate programme links**

Relationship
<b>Caring friendships</b>
How important friendships are in making us feel happy, secure, How people make and choose friends
Characteristics of friendships <ul style="list-style-type: none"> <li>○ Mutual respect</li> <li>○ Truthfulness</li> <li>○ Trustworthiness</li> <li>○ Loyalty</li> <li>○ Kindness</li> <li>○ Generosity</li> <li>○ Trust</li> <li>○ Sharing interests and experiences</li> <li>○ Support with problems and difficulties</li> </ul>
Healthy FRIENDSHIPS are positive and welcoming towards others AND do not make others feel lonely or excluded
How to recognise who to trust and not trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict and , how to manage these situations and how to seek help or advice from others, if needed

<b>Citizenship</b>	<b>Character Education –</b>  Beamont core values  Aspiration  Belonging  Compassion  Respect	<b>British values</b> Rule of Law  Tolerance and respect  Democracy  Individual Liberty  Protected Characteristics Equality Act	<b>Careers Curriculum</b>
--------------------	---	--	---------------------------

<b>Spiritual</b>  ability to be reflective about their own beliefs (religious or otherwise) and perspective on life  knowledge of, and respect for, different people's faiths, feelings and values  sense of enjoyment and fascination in learning about themselves, others and the world around them  use of imagination and creativity in their learning  willingness to reflect on their experiences	<b>Moral</b>  ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England  understanding of the consequences of their behaviour and actions  interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	<b>Social</b>  use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds  willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively  acceptance and engagement with the fundamental British values	<b>Cultural</b>  understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others  understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain  ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities  knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop  willingness to
---	--	--	---

## Y3 Autumn 1 How can we be a good friend?

			<p>participate positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.</p>
--	--	--	--

### Sequence of lesson to follow

Lesson Plans and resources DfE approved

[https://pshe-association.org.uk/\\_hcms/mem/login?hsLang=en](https://pshe-association.org.uk/_hcms/mem/login?hsLang=en)

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

*PSHE Association power points, resources linked to topic – click on the purple links to download*

*NB: You will need to be logged in to the PSHE Association to access resources*

<b>Autumn 1</b> How can we be a good friend?	<b>Relationships</b> Friendship; making positive friendships, managing loneliness, dealing with arguments  PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	<a href="#">Medway Public Health Directorate -Changing and growing up</a>  <a href="#">FPA – Growing up with Yasmine and Tom (E)</a>  <a href="#">The Rez</a>
---	--	--	---