

Year 5 Spring 2 How can friends communicate safely? Theme :Relationships Friendship; relationships; becoming independent; online safety		
PoS Core theme 1 Health and wellbeing	Core theme 2 Relationships	Core theme 3 Living in the wider world
	Families and close positive relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) Friendships 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 Safer relationships R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	Media literacy and digital resilience L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
Prior Learning: Y4 Summer 2 How can we manage risk in different places? Y4 Autumn 2 How do we treat each other with respect? Y3 Autumn 1 How can we be a good friend? Y2 Autumn 2 What is bullying? Y2 Autumn 1 What makes a good friend? Year 1 Autumn 1 What is the same and different about us?		
End points :- <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face 		

- how to recognise risk in relation to friendships and keeping safe
- about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- how to respond if a friendship is making them feel worried, unsafe or uncomfortable
- how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

Key vocabulary

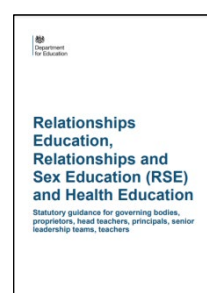
Communicate

Risk

Consent

Relationship education, relationships and Sex education RSE and Health education statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



Relationship Education – graduated age appropriate programme links

Relationship	
Families and people who care for me	
Stable, caring relationships, which may be of different types are at the heart of happy families and important for children's security as they grow up	
Caring friendships	
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	
Respectful relationships	
Importance of permission seeking and giving in relationships with friends, peers and adults	
On Line Relationships	
Pupils should know People sometimes behave differently on line – including pretending to be someone they are not	
Same principles apply to inline relationships as face to face including the importance of respect for others online including when we are anonymous	
Rule, principles for keeping online, how to recognise risks, harmful content and contact, how to report them	

How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met
Being safe
Pupils should know What sorts of boundaries are appropriate in friendships with peers and others including in a digital context,
Concept of privacy and the implications of it for both children and adults, not right to keep secrets if related to keeping and being safe
How to respond safely and appropriately to adults they may encounter – including on line, that 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 how to keep trying until they are heard
How to report concerns about abuse, and the vocabulary and confidence needed to do so
Where to get advice – school, family, NSPCC

Physical health and mental well being : Primary

Internet safety and harms
Pupils should know For most people the internet is an integral part of life and has many benefits
Consider the effect of their online actions, know to show respectful behaviour online and importance of keeping information private
Internet can be a –ve place where online abuse, trolling, bullying and harassment can take place, has a –ve impact on well being

Citizenship	Character Education –	British values	Careers Curriculum
	Penketh Powers Resilience	Rule of Law	
	Responsibility	Tolerance and respect	
	Respectfulness	Democracy	
	Kindness:	Individual Liberty	
	Penketh School expectations	Protected Characteristics	
	Listen,	Equality Act	
	Do as asked		
	Work well with others		

	Be the best you can be		
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Spiritual	Moral	Social	Cultural
<p>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p> <p>knowledge of, and respect for, different people's faiths, feelings and values</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	<p>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</p> <p>understanding of the consequences of their behaviour and actions</p> <p>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</p>	<p>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</p> <p>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</p> <p>acceptance and engagement with the fundamental British values</p>	<p>understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others</p> <p>understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain</p> <p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop</p> <p>willingness to 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</p>

Y5 Spring 2 How can friends communicate safely?

			understand, accept and respect diversity.
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Sequence of lesson to follow

Lesson Plans and resources DfE approved

Email: penketh.head@wpat.uk

Password: penketh22!

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

Spring 2 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	Thinkuknow – Play, Like, Share Google & Parentzone – Be Internet Legends FPA – Growing up with Yasmine and Tom (E) PSHE Association – Consent lesson packs
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