

PSHE Scheme of Work - KS3

SRE A - Respectful relationships – friends & families

INTENT	<p>Students will learn:</p> <ul style="list-style-type: none"> 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 people in positions of authority and due tolerance of other people's beliefs. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. that all aspects of health can be affected by choices they make in relationships, positively or negatively, e.g. physical, emotional, mental health & wellbeing that there are a range of strategies for identifying and managing peer pressure, including understanding peer pressure, resisting pressure and not pressurising others. To identify different types of family and the roles of family members. that there are different types of committed, stable relationships. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). practical steps they can take in a range of different contexts to improve or support respectful relationships. 	
IMPACT	<p>Students will develop the skills to enable them to:</p> <ul style="list-style-type: none"> Identify different types of relationships, including those within families and friendships, and the factors that can affect them Identify indicators of positive, healthy relationships and unhealthy relationships, including online identify how the media portrayal of relationships is not necessarily the same as real life. clarify and develop personal values in friendships understand the importance of trust in relationships and the behaviours that can undermine or build trust safely and responsibly form, maintain and manage positive relationships, including online identify the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) further develop and rehearse the skills of team working further develop the skills of active listening, clear communication, negotiation and compromise start to manage the strong feelings that family relationships and friendships can cause develop conflict management skills and strategies to reconcile after disagreements strategies to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships communicate and recognise consent 	
RESOURCES & LINKS	<p>Cross-curricular themes: ICT, SEMH, History,</p>	<p>ICT: Use of whiteboard, Ipads for research tasks, video clips where appropriate, PSHE books, mini whiteboards etc</p>
	<p>Key words: friendships, positive, respect, help, qualities, peer pressure, support, services</p>	<p>Resources – see Implementation section below</p>

IMPLEMENTATION	<p>Silver pathway</p> <p>Name some different types of relationship.</p> <p>Identify two qualities of positive friendship.</p> <p>Identify at least one way that communicating with friends, online differs from face-to-face friendships</p> <p>Describe two ways to keep friendships safe, positive and healthy, including when communicating online</p> <p>Describe some of the risks of meeting new people online.</p> <p>Recognise unhealthy behaviours within a relationship.</p> <p>I can think of one way to support someone who is in an unhealthy relationship.</p> <p>I know who I can go to for help if I don't feel safe in a relationship.</p> <p>Discuss the media portrayal of family relationships and friendships, & identify one way that differs from real life.</p> <p>Identify the different types of family and the roles of family members.</p>	<p>Gold Pathway</p> <p>Describe some different types of relationship.</p> <p>Describe three or more qualities of positive friendship.</p> <p>Identify at least two ways that communicating with friends, or others online differs from face-to-face friendships</p> <p>Describe three ways to keep friendships safe, positive and healthy, including when communicating online</p> <p>Explain some of the risks of meeting new people online.</p> <p>Describe unhealthy behaviours within a relationship and identify strategies to deal with this.</p> <p>I can think of two or more ways to support someone who is in an unhealthy relationship, including the name of one support service.</p> <p>I know who I can go to for help if I don't feel safe in a relationship.</p> <p>Describe how the media portrayal of family relationships and friendships differs from real life.</p> <p>Describe the changes in family roles since the 1950s</p>	<p>Platinum Pathway</p> <p>Explain any differences between different types of relationship.</p> <p>Explain the importance of three or more qualities of a positive friendship.</p> <p>Identify at least three ways that communicating with friends, or others online differs from face-to-face friendships</p> <p>Explain at least three ways to keep friendships safe, positive and healthy, including when communicating online</p> <p>Explain some of the risks of meeting new people online and devise a strategy to deal with this</p> <p>Explain the effect of unhealthy behaviours within relationships and devise strategies to deal with this</p> <p>I can think of several ways to support someone in an unhealthy relationship, including some support services.</p> <p>I know who I can go to for help if I don't feel safe in a relationship.</p> <p>Explain how the media portrayal of family relationships and friendships differs from real life.</p> <p>Explain why roles have changed and why we need to learn about different types of families.</p>
IMPLEMENTATION STRATEGIES	<p>SUGGESTED RESOURCES FOR IMPLEMENTATION</p> <p>You may find these resources helpful as starting points for your planning. On VLE:</p> <p>General>Subject Folder>PSHE>RSE>Y7>Respectful relationships - friends & family</p> <p>Rise above pack – forming positive relationships</p> <p>‘Family’ resource file – but not necessarily the parts about marriage. Will need differentiating further.</p> <p>NSPCC Healthy Relationships</p> <p>NSPCC Healthy Online Friendships</p> <p>Medway resource –Year 7 lesson 2 – healthy relationships, also lesson 3 – intro to consent</p>		