

INSKIP ST. PETER'S C.E. PRIMARY SCHOOL

Learning, Loving and Living with Jesus



Keep your roots deep in Jesus Christ the Lord, build your lives on him
and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Truthfulness

Middle School (Years 3 and 4) Relationships Curriculum

Key question:	Topic	In this unit of work, pupils learn...
How can we be a good friend?	Friendship; making positive friendships, managing loneliness, dealing with arguments	<ul style="list-style-type: none">• 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

<p>What are families like?</p>	<p>Families; family life; caring for each other</p>	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the • different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
<p>How do we treat each other with respect?</p>	<p>Respect for self and others; courteous behaviour; safety; human rights</p>	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, • including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns