Caring Friendships 2

Core Concepts

Respectful Relationships RP3

Key Vocabulary

Friendship- a relationship between friends

Secure- feeling safe

Violence- physical behaviour intended to hurt someone

Repair- to restore something to a good condition

Strengthen- making something stronger

Strategies- options to choose from

Stages

Stage 1- Research through scenarios how friendships can be worked through so that is repaired or strengthened.

Stage 2- Discuss why resorting to violence is never right.

Stage 3- Develop strategies to use rather than violence.

Unit Outcomes

To begin to understand that friendships can be worked through so that is repaired or strengthened and resorting to violence is never right.

Enquiry Questions

Do you have to be friends with everyone?

What could you do to strengthen a friendship?

How can you stay away from using violence?

What strategies are there to use rather than violence?

Useful Resources

PIXL Primary> Resources> Character> Wellbeing> My Life> Year 3/4 > Relationships

Key Facts-

1. Teach children calming strategies to use when in a situation where violence may arise.

Respectful Relationships 2

Core Concepts

Respectful Relationships RP3

Key Vocabulary

Self-awareness- conscious knowledge of one's own character and feelings

Strengths- the strong parts of your personality

Weaknesses- the area of improvements to your personality

Self-esteem- confidence in one's own worth or abilities

Communication- having an open conversation

Stages

Stage 1- Discuss and explore the importance of self-respect

Stage 2- Investigate how self-respect links to their own happiness.

Unit Outcome

To recognize the importance of self-respect and how it links to their own happiness.

Enquiry Questions

Why is important to have self-respect?

What is the difference between self-respect and self-esteem?

Can we ever doubt ourselves?

Useful Resources

PIXL Primary> Resources> Character> Wellbeing> My Life> Year 3/4 > Relationships

PIXL Primary> Resources> Character> Wellbeing> My Mind Year 3/4 > Session 1

Internet Safety and Harms 1

Core Concepts

Safety RP1

Mental Health and Wellbeing RP4

Key Vocabulary

Restrictions- things in place to stop you

Age restriction-to be a certain age to access something

Time management- organising your time

Impact- how something affects you positively and negatively

Mental wellbeing- the health of your mind

Stages

Stage 1- To research how online games and apps are age restricted.

Stage 2- To discuss why online games and apps are age restricted.

Stage 3- To investigate the benefits of balancing time on and offline and the impact on their own mental wellbeing.

Unit Outcome

To understand the impact of age restrictions on gaming

Enquiry Questions

Do you think violent games can change your behaviour?

Can you think of a good way to restrict time on line?

What could the impact be of playing an 18 game at the age of 10?

Key Facts

1. An adult cannot be arrested for buying a child a game which is not for their age however a shop has the legal right to refuse to sell to someone if they are worried about this.

2. Age restrictions are in place as they help the consumer to understand how appropriate the behaviour in the game is for the person playing.

3. Most phones have a timer for each application which sign out after a certain amount of time to show you you have been online for too long.

Online Relationships 2

Core Concepts

Safety RP1

Respectful Relationships RP3

Key Vocabulary

Anonymous- when a person is not identified by their name or anything

Behaviour – how somebody portrays themselves

Pretend- to make something seem like it is the case when it is in fact not.

Catfish- when somebody creates fake identify for the purpose of online use

Stages

Stage 1- To discuss how people behave differently online.

Stage 2- To create a profile on DB as someone else.

Stage 3- To practice the principles of respectful relationships online

Unit Outcome

To being to understand that people behave differently online, including pretending to be someone they are not.

To know the principles for online relationships are the same as face to face relationships in particular being respectful when we are anonymous.

Enquiry Questions

Why do you think people find it easier to be someone else online?

How should you treat people online?

How can you protect yourself for being tricked by identity fraud?

Useful Resources

PIXL> Resources> Character> E Safety> Year 3 4> session 9