# Curriculum guidance

This document supports your delivery of the 'Let's talk about healthy relationships: Friendships and conflicts' lesson series; a key component of Relationships Unit of Work in PSHE. It should be used by PSHE coordinators and teachers to assist with curriculum planning.

The information below refers to the planned lesson series. For further specific information about the assembly, please see the assembly plan.

**About this toolkit**

The healthy relationships lesson series aims to help pupils to explore the concept of healthy friendships and how they support wellbeing.

This toolkit includes an introduction assembly, a series of activities and accompanying activities to deepen learning both in class and at home with parents and carers.

The assembly and lessons should be delivered consecutively but can be adapted to suit different timetables. It can also be revisited later in the academic year.

We recommend this toolkit as part of a fully planned PSHE education programme within the context of a whole-school approach to mental wellbeing.

**Age group:**
10-11

**Key words:** disagreement, conflict, resolution, wellbeing, empathy, strategies, healthy relationship, respect, support network, mental wellbeing, emotional regulation.

**Learning outcomes**

By the end of this series of learning, pupils will understand:

- the importance of healthy friendships and how they support our wellbeing
- the characteristics of a healthy friendship dynamic, both in person and online
- how their own feelings can fluctuate in everyday situations.
- the importance of showing empathy towards others, particularly when there is a difference of opinion
- the difference between disagreement and conflict and how this impacts our wellbeing

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# Curriculum links

Please see below for a summary relevant to your setting.


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## England

Relationships education, relationships and sex education (RSE) and health education.
Age 9-11 (KS2 – Year 5/6)

| Relationships Education | |
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| Caring friendships | Pupils should know:<br>• how important friendships are in making us feel happy and secure, and how people choose and make friends<br>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |

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| Respectful relationships | Pupils should know:<br>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), make different choices or have different preferences or beliefs.<br>• practical steps they can take in a range of contexts to improve or support respectful relationships. |
| Online relationships | Pupils should know:<br>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. |
| Being safe | Pupils should know:<br>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). |
| **Physical health and mental wellbeing** | |
| Mental wellbeing | Pupils should know:<br>• that mental wellbeing is a normal part of daily life, in the same way as physical health<br>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations<br>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. |
| Internet safety and harm | Pupils should know:<br>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. |

## Northern Ireland

LLW Personal development and mutual understanding (PDMU)
Age 10-12 (KS2 – P6/P7)

| **Relationships Education** | |
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| Concept 1: Self-awareness | • Pupils can improve their self-esteem, self-confidence and how they develop as individuals. |
| Concept 2: Feelings and emotions | • Pupils can explore their management of a range of feelings and emotions and the feelings and emotions of others. |
| Concept 6: Relationships | • Pupils should be enabled to explore how to initiate and develop mutually satisfying relationships. |
| Concept 8: Managing conflict | • Pupils should be enabled to explore the causes of conflict and appropriate responses. |

## Scotland

Health and Wellbeing, MH and EHWB
Age 9-12 (Second level – P6/P7)

| **Mental, emotional, social and physical wellbeing** | |
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| **Mental and emotional wellbeing** | **Health and Wellbeing (HWB) code** |
| I am aware of and able to express my feelings and am developing the ability to talk about them. | HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a |

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| I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. | HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a |
| I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. | HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a |
| I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. | HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a |
| I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. | HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a |
| I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. | HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a |
| I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. | HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a |
| I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. | HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a |
| **Relationships, sexual health and parenthood** | |
| I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. | HWB 2-44b |

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| I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. | HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b |
| I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. | HWB 2-45a |

## Wales

Health and Wellbeing, Age 10-11 (Year 6)

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| Developing physical health and well-being has lifelong benefits. | • I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets. |
| How we process and respond to our experiences affects our mental health and emotional well-being. | • I can understand how and why my thoughts, feelings and actions change in response to different experiences. (PS2)<br>• I can self-regulate my emotions in a healthy way using strategies that I have developed.<br>• I can notice and communicate my feelings. (PS2)<br>• I am beginning to notice when I need help to manage my feelings. (PS2)<br>• I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.<br>• I can ask for help when I need it from people I trust.<br>• I can pay attention to the feelings of others and I am learning to think about why they may feel that way. (PS2)<br>• I can empathise with others.<br>• I can understand how and why experiences affect me and others. |

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| Healthy relationships are fundamental to our well-being. | • I can understand that there are differences within types of relationships and that relationships change over time.<br>• I can communicate my needs and feelings in my relationships and notice the needs and feelings of others. (PS2)<br>• I can make friends and try to resolve disagreements, seeking support when needed. (PS2)<br>• I can communicate my needs and feelings and respond to those of others.<br>• I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.<br>• I can reflect on the characteristics of safe relationships and I can seek support when needed. |

## Further resources

For further resources on healthy relationships, belonging and friendships, visit **Mentally Healthy Schools**.