

These lessons have been designed to support pupils in developing strategies to enjoy safe, healthy relationships.

Lesson sequence:				
1.	2.	3.	4.	5.
What do we mean by consent – in friendships?	What is bullying?	What is discrimination?	What is peer pressure?	What is grooming?

By engaging with these lessons, students will develop and demonstrate:	
Their ability to make informed decisions.	Their ability to respect others.

By engaging with these lessons, students will learn the following key knowledge:	
<p>Children become familiar with terms, such as consent, permission-giving and permission-seeking, in age-appropriate ways, so that consent can be sought, and given, in more intimate situations in Key Stage 3 and 4.</p> <p>When does banter become bullying?</p> <p>The differences between bullying and falling out and a reminder of the nine protected characteristics.</p> <p>Why it is unhelpful to label someone as a bully, or a victim is unhelpful, and learning about being an ‘upstander’.</p> <p>Discrimination is wrong and can be illegal.</p>	<p>Learn about the nine protected characteristics (and create a mnemonic to remember them more easily).</p> <p>Traditional assumptions about peer pressure may not be accurate, and that peer pressure can be a force for good.</p> <p>Peer pressure also is about the internal pressures from our own internal needs to be accepted.</p> <p>The difference between secrets, surprises and sources of support.</p> <p>Ways of ‘keeping ourselves safe if the situation feels scary or makes us feel uncomfortable’.</p>

These lessons have been designed to meet the following criteria:

PSHE Association Programme of Study - Students learn		
<p>R26. About seeking and giving permission (consent) in different situations.</p> <p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>R21. About discrimination: what it means and how to challenge it.</p>	<p>R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>R37. The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.</p>	
Citizenship National Curriculum		
<p>1a. To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>1c. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>2a. To research, discuss and debate topical issues, problems and events.</p> <p>2c. To realise the consequences of antisocial and aggressive behaviours.</p> <p>3e. To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p>	<p>3f. That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>4a. That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>5g. Consider social and moral dilemmas that they come across in life.</p>	
Fundamental British Values		
Respect and individual liberty.	Encourage pupils to accept responsibility for their behaviour and show initiative.	Encourage respect for other people.