

Year 3	Welcome back and Pre-learning	As a Rule	Looking After Our Special People	How Can We Solve This Problem?	Tangram Team Challenge	Friends are Special	'Thunks'	Dan's Dare/ Unit review – what have I learned?
	<p>What is meant by the word 'cooperation'.</p> <p>What skills are needed to cooperate?</p>	<p>Explain why we have rules;</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities;</p> <p>Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.</p>	<p>Identify people who they have a special relationship with;</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p>	<p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p>	<p>Define and demonstrate cooperation and collaboration;</p> <p>Identify the different skills that people can bring to a group task;</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p>	<p>Identify qualities of friendship;</p> <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p>	<p>Express opinions and listen to those of others; Consider others' points of view;</p> <p>Practise explaining the thinking behind their ideas and opinions.</p>	<p>Explain what a dare is;</p> <p>Understand that no-one has the right to force them to do a dare;</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>
Year 4	Welcome back and Pre-learning	Human Machines	Ok or Not OK (part 1)	Ok or Not OK (part 2)	An Email from Harold	Different Feelings	When Feelings Change	Under Pressure/ Unit review – what have I learned?
	<p>What can a person do to help themselves if they are worried about being bullied?</p> <p>What could their friend do to help them if they were being bullied?</p>	<p>Demonstrate strategies for working on a collaborative task;</p> <p>Define successful qualities of teamwork and collaboration.</p>	<p>Explain what we mean by a 'positive, healthy relationship';</p> <p>Describe some of the qualities that they admire in others.</p>	<p>Recognise that there are times when they might need to say 'no' to a friend;</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend.</p>	<p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</p> <p>Explain how different words can express the intensity of feelings.</p>	<p>Identify a wide range of feelings;</p> <p>Recognise that different people can have different feelings in the same situation;</p> <p>Explain how feelings can be linked to our physical state.</p>	<p>Demonstrate a range of feelings through their facial expressions and body language;</p> <p>Recognise that their feelings might change towards someone or something once they have further information.</p>	<p>Give examples of strategies to respond to being bullied, including what people can do and say;</p> <p>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>

Year 5	Welcome back and Pre-learning	Collaboration Challenge	Give and Take	Communication	How Good a Friend are You?	Relationship Cake Recipe	Our Emotional Needs	Being Assertive/ Unit review – what have I learned?
	Considering their emotional needs – what do they feel are the most important?	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.	Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.	Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.	Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.	Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.	Review of their emotional needs. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.
Year 6	Welcome back, Pre-learning and Working Together	Let's Negotiate	Solve the Friendship Problem	Dan's Day	Behave Yourself	Assertiveness Skills	Don't force Me	Unit review – what have I learned? Acting Appropriately
	Consider the word: Assertive. What does it mean? Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this.	Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task.	Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.	Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.	Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.	List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.	Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.	Review the word: assertive? How can I display my assertive side? Know that it's ok to be assertive, as opposed to aggressive. Recognise that some types of physical contact can produce strong negative feelings;