

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: PSHE/RSE</b> <b>Year Group: Year 5</b>		<b>Area of learning: Me and My Relationships</b>	
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>● Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>● Explain how different words can express the intensity of feelings.</li> <li>● Explain what we mean by a 'positive, healthy relationship';</li> <li>● Describe some of the qualities that they admire in others.</li> <li>● Recognise that there are times when they might need to say 'no' to a friend;</li> <li>● Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>● Demonstrate strategies for working on a collaborative task;</li> <li>● Define successful qualities of teamwork and collaboration.</li> <li>● Demonstrate strategies for working on a collaborative task;</li> <li>● Define successful qualities of teamwork and collaboration.</li> <li>● Demonstrate a range of feelings through their facial expressions and body language;</li> <li>● Recognise that their feelings might change towards someone or something once they have further information.</li> <li>● Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>● Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul> <p><b>Please see the 'End of Unit assessment' box for pre-unit assessment activity.</b></p>		
<b>Term</b>	<b>Year 5</b>	<b>Key Skills to be taught</b>	
<b>Autumn 2021</b>  What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> <li>● Explain what collaboration means;</li> <li>● Give examples of how they have worked collaboratively;</li> <li>● Describe the attributes needed to work collaboratively.</li> <li>● Explain what is meant by the terms negotiation and compromise;</li> <li>● Describe strategies for resolving difficult issues or situations.</li> <li>● Demonstrate how to respond to a wide range of feelings in others;</li> <li>● Give examples of some key qualities of friendship;</li> <li>● Identify what things make a relationship unhealthy;</li> <li>● Identify who they could talk to if they needed help.</li> <li>● Reflect on their own friendship qualities.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>• Understand and rehearse assertiveness skills.</li> <li>• Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>• Understand that online communication can be misinterpreted;</li> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul>
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## Vocabulary

Collaborate, negotiation, compromise, conflict, resolution, insensitive, sensitive, verbal abuse, physical abuse, sexual abuse, unsafe, assertive, passive, aggressive, emotions, emotional needs, non-verbal, body language, tone of voice.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	i). Collaboration Challenge <ul style="list-style-type: none"> <li>• explain what collaboration means;</li> <li>• Give examples of how they have worked collaboratively;</li> <li>• Describe the attributes needed to work collaboratively.</li> </ul> <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/collaboration-challenge">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/collaboration-challenge</a>
2	i). Give and Take <ul style="list-style-type: none"> <li>• Explain what is meant by the terms negotiation and compromise;</li> <li>• Describe strategies for resolving difficult issues or situations.</li> </ul> <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/give-and-take-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/give-and-take-1</a>
3	i). How good a friend are you? <ul style="list-style-type: none"> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Give examples of some key qualities of friendship;</li> <li>• Reflect on their own friendship qualities.</li> </ul> <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-good-a-friend-are-you">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-good-a-friend-are-you</a>
4	i) Relationships Cake Recipe <ul style="list-style-type: none"> <li>• Identify what things make a relationship unhealthy;</li> <li>• Identify who they could talk to if they needed help.</li> </ul>

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	<a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationship-cake-recipe">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationship-cake-recipe</a>
5	<p>i) Being Assertive</p> <ul style="list-style-type: none"> <li>Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>Understand and rehearse assertiveness skills.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-assertive-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-assertive-1</a></p>
6	<p>i). Our emotional Needs</p> <ul style="list-style-type: none"> <li>Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-emotional-needs-">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-emotional-needs-</a></p> <p>ii) Communication</p> <ul style="list-style-type: none"> <li>Understand that online communication can be misinterpreted;</li> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/communication-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/communication-1</a></p>

## Learning Outcome/product

The learning within 'Me and My Relationships' will not have one single identifiable outcome or product.  
At the end of this unit the children will have a better understanding about feelings, emotions, conflict resolutions and friendships (including online friendships).

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

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## End of unit assessment question

Before starting the unit, give each child a copy of the pupil assessment activity sheet.

<https://www.coramlifeeducation.org.uk/scarf/assessment/me-and-my-relationships--pre-and-post-unit-assessment-y5p6>

Read (alone or with help) each of the 8 statements in turn.

For each statement the children must decide how important this is to them. If they think it's very important they draw a cross on the dotted line underneath nearer to the right hand end. If they think it's not important then draw the cross nearer to the left hand end of the dotted line.

Not important.....Very important

|-----X-----|

Remind the children that there is no 'right' or 'wrong' answer – this is about their thoughts and feelings.

Once the children have completed the unit, hand out the same pupil assessment activity sheet completed previously, then repeat the same instruction as before.

Children use a different colour pencil or pen to record their answers this time.

Comparing the 'before and after' responses will help to demonstrate progress and identify any remaining gaps.