

Brough Primary School – Curriculum Intention Plan 2023 - 2024



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Subject: PSHE/RSE Year Group: Year 5/6 - Cycle B		Area of learning: Me and My Relationships
Links to previous work/Remember when	<ul style="list-style-type: none"> ● 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. ● Demonstrate how to respond to a wide range of feelings in others; ● Give examples of some key qualities of friendship; ● Identify what things make a relationship unhealthy; ● Identify who they could talk to if they needed help. ● Reflect on their own friendship qualities. ● Identify characteristics of passive, aggressive and assertive behaviours; ● Understand and rehearse assertiveness skills. ● 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. ● 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. 	
Term	Year	Key Skills to be taught
Autumn 2023 What the children should know at the end of this series of lessons	5/6	<ul style="list-style-type: none"> ● 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. ● List some assertive behaviours; ● Recognise peer influence and pressure; ● Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.

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		<ul style="list-style-type: none"> ● 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. ● Describe the consequences of reacting to others in a positive or negative way; ● Suggest ways that people can respond more positively to others. ● 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. ● Recognise that some types of physical contact can produce strong negative feelings; ● Know that some inappropriate touch is also illegal. ● Identify strategies for keeping personal information safe online; ● Describe safe and respectful behaviours when using communication technology.
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Vocabulary

Collaboration, teamwork, negotiation, compromise, balanced friendship, respectful, assertive, peer pressure, assertiveness, resolution, sensitive, thoughtful, response, marriage, civil partnership, forced marriage, illegal, appropriate, inappropriate, privacy settings, identity theft, secure.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>Solve the friendship problem</p> <ul style="list-style-type: none"> ● 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. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/solve-the-friendship-problem</p>
2	<p>Behave yourself</p> <ul style="list-style-type: none"> ● Recognise and empathise with patterns of behaviour in peer-group dynamics; ● Recognise basic emotional needs and understand that they change according to circumstance;

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	<ul style="list-style-type: none"> Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/behave-yourself-2</p>
3	<p>Assertiveness Skills</p> <ul style="list-style-type: none"> List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/assertiveness-skills-formerly-behave-yourself--2</p>
4	<p>Don't force me</p> <ul style="list-style-type: none"> 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. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-force-me</p>
5	<p>Acting Appropriately</p> <ul style="list-style-type: none"> Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/acting-appropriately</p>

Learning Outcome/product

I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
I can give examples of negotiation and compromise.
I can explain what inappropriate touch is and give examples.

Assessment records	List only those children who have not achieved the expected outcomes.

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End of unit assessment question

Scenario 'My best friend has started to be really mean to one of our classmates. I feel really bad because I've laughed along a few times. I've done this to go along with my best friend, but I know it's really mean. What can I do?'

Children should be able to think of ways of dealing with this situation assertively.