

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PSHE/RSE Year Group: Year 5/6	Area of learning: Me and My Relationships
Links to previous work/Remember when	<ul style="list-style-type: none"> ● Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; ● Explain how different words can express the intensity of feelings. ● Explain what we mean by a 'positive, healthy relationship'; ● Describe some of the qualities that they admire in others. ● Recognise that there are times when they might need to say 'no' to a friend; ● Describe appropriate assertive strategies for saying 'no' to a friend. ● Demonstrate strategies for working on a collaborative task; ● Define successful qualities of teamwork and collaboration. ● Demonstrate strategies for working on a collaborative task; ● Define successful qualities of teamwork and collaboration. ● Demonstrate a range of feelings through their facial expressions and body language; ● Recognise that their feelings might change towards someone or something once they have further information. ● Give examples of strategies to respond to being bullied, including what people can do and say; ● Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
Term	Key Skills to be taught
Autumn 2024 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> ● 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; ● Reflect on their own friendship qualities. ● Identify what things make a relationship unhealthy; ● Identify who they could talk to if they needed help.

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	<ul style="list-style-type: none"> ● 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. ● Identify characteristics of passive, aggressive and assertive behaviours; ● Understand and rehearse assertiveness skills.
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Vocabulary

negotiation, compromise, conflict, resolution, insensitive, sensitive, abuse, unsafe, assertive, passive, aggressive, emotional needs.

Sequence of learning	Learning Objectives / outcomes	Suggested lesson outline
1	<ul style="list-style-type: none"> ● To understand the Zones of Regulation 	Recap of Zones of Regulation Pre - Unit Assessment (See end of unit assessment question for instructions).
2	<ul style="list-style-type: none"> ● Explain what is meant by the terms negotiation and compromise; ● Describe strategies for resolving difficult issues or situations. 	Give and take https://www.coramlifeeducation.org.uk/scarf/lesson-plans/give-and-take-1
3	<ul style="list-style-type: none"> ● 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. 	How good a friend are you? https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-good-a-friend-are-you
4	<ul style="list-style-type: none"> ● Identify what things make a relationship unhealthy; ● Identify who they could talk to if they needed help. 	Relationship cake recipe https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationship-cake-recipe

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5	<ul style="list-style-type: none"> 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. 	<p>Our emotional needs</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-emotional-needs-</p>
6	<ul style="list-style-type: none"> Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. 	<p>Being assertive</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-assertive-1</p> <p>Final assessment</p>

Learning Outcome/product

Skills

I can use strategies to resolve arguments or disagreements.

I am aware of the warning signs that a relationship could be unhealthy or unsafe.

I can manage my emotional needs and any risks to them.

I can respond to emotions according to the situation and person.

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

Assessment records	List only those children who have exceeded the expected outcomes.

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End of unit assessment question

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

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.