

SUBJECT: PSHE

UNIT: Relationships

TERM: 1

YEAR GROUP: 5

Feelings and emotions; Healthy relationships; Valuing difference

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To recognise and respond appropriately to a wider range of feelings in others	<p>Explain or demonstrate how to recognise a wide range of feelings in others</p> <p>Demonstrate language and strategies to use if not sure how others may be feeling</p> <p>Demonstrate strategies we can use to help others recognise how we are feeling</p> <p>Explain how it feels when others have responded appropriately/not appropriately to our feelings</p> <p>Give examples of how we may feel if our feelings/emotions have been misunderstood by others.</p> <p><i>NB Pupils should have opportunities to practice putting their feelings into words and to listen to and respect other people's feelings.</i></p>	<p>Self-management</p> <p>Resilience</p> <p>Communication of ideas and views</p> <p>Affirm self and others</p> <p>Negotiation</p>	<p>How can we become sensitive to other people's moods and feelings?</p> <p>How can we make other people feel good about themselves?</p> <p>What can we do to let other people know how we are feeling?</p>	<p>Stories where characters share their feelings and help each other by listening and responding to the feelings of others.</p> <p>Use extracts from books promoting discussion of how characters are feeling, role-play, drama activities etc.</p>

<p>SESSION 2</p>	<p>To understand the 'concept of keeping of keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Understand the importance of privacy and personal boundaries</p>	<p>Explain what we mean by 'confidential' and 'secret' and how they have different meanings</p> <p>Give examples of situations when we should agree to keeping something confidential/secret</p> <p>Give examples of situations when we should not agree to keeping something confidential/secret</p> <p>Explain why no one should ask us to keep a secret that makes us feel confused or uncomfortable</p> <p>Explain what is meant by 'breaking a confidence' and 'sharing a secret' and when – no matter who has asked us or what we have agreed - it is right or important to do so</p> <p>Identify whom to talk to for support or guidance and demonstrate how to ask for help</p> <p><i>NB There are opportunities here for pupils to reveal a range of personal feelings and concerns. Teachers should be prepared to deal with any issues or questions which arise. Have the anonymous questions box available for pupils to use and be familiar with the school's safeguarding/child protection policy and protocols in the event of a disclosure.</i></p> <p><i>It is important to explore why breaking a confidence can protect us or protect someone else. Why sometimes people ask us to keep a secret because they know what they are doing or have done is wrong and they could get into trouble if others found out; sometimes people may be at risk themselves and ask us to keep a</i></p>	<p>Communication of ideas and views</p> <p>Active listening</p> <p>Manage risk and personal safety</p> <p>Analyse and evaluate situations</p>	<p>What are all the good and not so good things that might happen if we kept the secret?</p> <p>How will we feel if these things happen?</p> <p>What are all the good or not so good things that might happen if we share the secret with a trusted adult?</p>	<p>Use extracts from books or scenarios to promote discussion on when it is best to tell secrets.</p>
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Session 3	To recognise and manage 'dares'	<p>Explain how to recognise a 'dare'</p> <p>Suggest possible reasons for giving 'dares'</p> <p>Describe different situations when someone might be given a 'dare'</p> <p>Identify feelings when giving or receiving a 'dare'</p> <p>Explain why daring someone to do something is wrong – explain why if we put someone under pressure, we share the responsibility if something goes wrong</p> <p>Explain why no one should ever feel the need to agree to do a dare</p> <p>Identify people to talk to/go to for help and advice and demonstrate how to ask for help</p> <p><i>NB Pupils should be given opportunities to evaluate risk, recognise critical</i></p>	<p>Making decisions and choices</p> <p>Recognise need for peer approval</p> <p>Communication of ideas and views to others</p> <p>Managing pressure and stress</p> <p>Affirm self</p> <p>Managing risk and personal safety</p>	<p>Why do people give dares?</p> <p>Does what we are being asked to do have a positive benefit to us?</p> <p>Are we at risk?</p> <p>Are we responsible for ourselves as well as other people?</p> <p>How does it feel when we do something risky?</p> <p>How can we cope when people try to persuade us to do something risky?</p> <p>Do we have to do dares?</p>	<p>Stories about risk taking; where characters have to deal with their own and other people's feelings; where characters are aware of risks but choose to ignore them.</p>

		<p><i>moments and evaluate possible outcomes/consequences for themselves and others. They should understand that dares are for someone else's amusement – they have no need to ever agree to a dare – a positive challenge is usually for their benefit. They should begin to recognise how pressure from others could persuade them to behave carelessly, dangerously or anti-socially. They should begin to have strategies to resist pressure and persuasion</i></p>			
<p>Session 4</p>	<p>To recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain positive healthy relationships</p>	<p>Identify the essential constituents of a positive, healthy relationship</p> <p>Explain what this means in an emotional and physical sense</p> <p>Describe the skills that are needed to ensure that relationships stay positive and healthy</p> <p>Identify some signs that a relationship is not healthy</p> <p>Understand that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends</p> <p>Explain or demonstrate strategies to use if they feel they are being put under pressure/want to resolve difficulties</p> <p>Talk about when and how to end a relationship amicably</p> <p>Talk about whom they can go to if they</p>	<p>Making decisions</p> <p>Recognise distorted thinking</p> <p>Resolve conflict</p> <p>Affirm self and others</p> <p>Manage personal safety</p>	<p>How have our special relationships changed over time?</p> <p>How do people in our special relationships treat us that makes us feel good?</p> <p>How do we treat people in our special relationships that makes them feel good?</p> <p>How can we break friends with someone without hurting their feelings?</p> <p>Do we feel under pressure to do something?</p> <p>Where can we get help?</p>	<p>Use stories where young characters deal with family/friendship tensions and conflict.</p>

		<p>are unable to resolve problems and how to ask for help</p> <p><i>NB Pupils should begin to recognise the role of good relationships with family/friends. They should practice keeping their relationships with friends/family as good as possible.</i></p>			
Session 5	To recognise that their actions affect themselves and others	<p>Identify the consequences of positive behaviour on them self and others</p> <p>Talk about how to set personal goals and identify some of their goals</p> <p>Give examples of how individual/group actions have impacted on others in a positive and negative way</p> <p>Identify risks and risky behaviour in school and wider community</p> <p>Talk about ways of resisting negative peer influence when in an unsafe/risky situation</p> <p>Explain our shared responsibility when alone and in groups to maintain safety/wellbeing of others</p> <p>Talk about how being part of group can make us feel we have to join in with what everyone else wants to</p>	<p>Affirm self and others</p> <p>Managing risk and personal safety</p> <p>Setting challenging goals</p> <p>Communication of views to others</p>	<p>Who is responsible for our behaviour?</p> <p>Once we set ourselves a goal, how can we achieve it?</p> <p>How do we cope with the pressures of being in a group?</p> <p>Why might it not be a good idea to do what the rest of the group want to do?</p> <p>How can I say 'no' without 'losing face'? (exit strategies)</p>	<p>Stories where characters behave in a way that has an impact on relationships with family/friends; where characters overcome setbacks.</p> <p>Use of critical/crunch moments.</p>

		do Demonstrate and practise assertive ways of saying we don't want to/won't join in.			
Session 6	<p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	<p>Give examples of different kinds of relationships</p> <p>Describe different kinds of friendships and families and what makes them special/unique</p> <p>Explain how their relationships are changing</p> <p>Suggest ways of managing our feelings when relationships change</p>	<p>Empathy</p> <p>Affirm self and others</p> <p>Looking at evidence</p>	<p>How do other people's relationships differ to ours?</p> <p>How can we respect each other better?</p> <p>What are we allowed to do on our own that we couldn't do before</p> <p>How are we becoming more independent</p> <p>what responsibilities do we have for maintaining our relationships</p>	<p>Stories where young characters deal with changes in their own relationships or deal with new relationships within their network between themselves or between others.</p> <p>Use related news/current affairs articles for discussion; stories which challenge stereotypical attitudes to race, gender, sexuality</p> <p>Ad Council film: <i>Love Has No Labels</i> https://www.youtube.com/watch?v=PnDgZuG1hHs</p>