



PSHE Curriculum Year 6 Autumn 1

Core Theme 2: Relationships VIP

National Curriculum	Powerful Knowledge
<p>Theme: Relationships</p> <p><u>Families and close positive relationships</u></p> <ul style="list-style-type: none">• R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)• R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart• R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another• R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability• R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty• R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice <p><u>Friendships</u></p> <ul style="list-style-type: none">• R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships• R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others• R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely• R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <p><u>Safe Relationship</u></p> <ul style="list-style-type: none">• R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);• R26. about seeking and giving permission (consent) in different situations	<p>Substantive Knowledge</p> <p>How do people show their VIPs that they love them?</p> <ul style="list-style-type: none">•share ideas for ways we can care for our VIPs.•identify different types of relationships.•create a list to show different ways we can care for our VIPs.•generate further ways we can care for our VIPs. <p>How can we calm down when we are feeling angry or upset with other people?</p> <ul style="list-style-type: none">•share ideas for different ways in which we react to disagreements;•identify different types of calming techniques;•identify the best calming technique to use in a particular situation. <p>Do people who care about each other always have to agree?</p> <ul style="list-style-type: none">•discuss how a disagreement could be handled with support;•discuss how a disagreement could either be avoided or handled;•give clear examples of how different opinions can be given in a respectful way. <p>What can you do when you feel pressured by a group?</p> <ul style="list-style-type: none">•explain ways to resist pressure with support.•write and explain what to do when feeling pressured.•consider different ways to resist behaving under pressure, in a range of situations. <p>How can we know when we should break a confidence or tell a secret?</p> <ul style="list-style-type: none">•identify which secrets are OK to keep and which need to be shared with support•identify and discuss which secrets are OK to keep and which need to be shared•debate whether keeping secrets for other people is OK. <p>What are some of the signs of an unhealthy or risky relationship?</p> <ul style="list-style-type: none">•identify some aspects of healthy and unhealthy relationships•identify healthy and unhealthy relationships.•take part in a discussion on how unhealthy relationships could be identified.

- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

Disciplinary Knowledge

Oracy and Discussion

- Pupils asking and answering complex questions around concepts from a range of perspectives –clear application of subject-specific vocabulary.
- Pupils apply sentence stems independently to articulate detailed responses.

Reflect and Apply

- Pupils reflect on how learning applies to their own life (and others) in a range of scenarios.
- Pupils have a deep appreciation of life for other people in other places.

Independently acting in a safe, risk-aware considerate way

- Pupils act in a considerate way towards society at large independently.
- Pupils apply learning into clear actions independently showing clear understanding of safety and risk-awareness in a wide range of scenarios.

Analyse, justify and evaluate

- Pupils accept others have different opinions and can justify their own – and others' –standpoints.

Thematic Progression - VIP

Concepts

This unit teaches children about relationships. Learning about how the people that care for us should treat each other. How to calm down when you are feeling angry or upset. Learning to respect peoples' opinions that are different to your own. To learn how to recognise negative influences and how to resist these influences. To explore both healthy and unhealthy relationships.

In Year 4 pupils will learn about:

Very important persons and the focus being on relationships we have with our VIPs. Covering friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.

Discernment
 Self-awareness
 Self-awareness of emotions
 Self-control of behaviour
 Trustworthiness, honesty and integrity
 Respect
 Building Bonds
 Collaboration including conflict management
 Consent

Cross Curricular Links

Oracy - Listening & responding, Listening actively & responding appropriately, Voice, Pace of speech, Clarity of pronunciation, Voice projection, Working with others, Guiding or managing interactions, Turn-taking, Structure and Organisation of Talk, Voice, Pace of speech, Clarity of pronunciation, Voice projection, Confidence in speaking, Self assurance, Liveliness & flair

Reading and Writing – Wonder by RJ Palacio

	Learning Objective	PSHE objectives	Lesson outline	Vocabulary and key concept
Lesson 1				
	<p>I can explain how VIPs who love and care for each other should treat each other.</p> <p><i>I can ask and answer complex questions around concepts from a range of perspectives using specific vocabulary.</i></p> <p><i>I can apply sentence stems independently to articulate detailed responses.</i></p> <p>Oracy Focus: Working with others - Guiding or managing interactions - Turn-taking</p>	<p>Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations (RSE/HE).</p> <p><i>Oracy and Discussion - Pupils asking and answering complex questions around concepts from a range of perspectives – clear application of subject-specific vocabulary.</i></p> <p><i>Pupils apply sentence stems independently to articulate detailed responses.</i></p>	<p>Think and Link – Independently: Draw a stick person of you in the middle and off that write down 10 people that are very close to you and mean a lot to you.</p> <p>BIG Question: How do people show their VIPs that they love them?</p> <p>Sub Questions:</p> <ul style="list-style-type: none"> • What does love mean? • Who are the people we love? <p>Gamification Strategies – Look at Amelia’s story. In groups of 4 discuss what is making Amelia feeling unhappy and come up with 5 things Amelia could do to help with the situation.</p> <p>In groups of 4 list as many different actions you can take to show somebody you love them. See which group can come up with the most in 2 minutes.</p> <p>Reflection – Children independently write down 3 actions they are going to take this evening to show somebody they love that they care about them.</p>	<p>love, relationships, family, friendship, self-love, care, commitment, committed, family life, living together, living apart, positive, caring, family structure, single parents, same-sex parents, step-parents, blended families, foster parents, security, stability, time together, support, advice, help</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Discernment <p>Secrets of success - Understanding others</p>
Lesson 2				
	<p>I can identify different ways to calm down when I am feeling angry or upset.</p> <p><i>I can reflect on how learning applies to my</i></p>	<p>‘Read’, understand and accurately describe their emotions; if asked, start to help others unpick their own.</p> <p>Select between strategies to manage emotions, including conflicting emotions, and the symptoms of them.</p>	<p>Think and Link – Think of a time when you personally felt angered or upset by something. What triggered that emotion? What did you do to calm yourself? Share with your partner.</p> <p>BIG Question: How can we calm down when we are feeling angry or upset with other people?</p>	<p>emotions, anger, upset, frustrated, calming, calm, unkind, kind, actions, consequences</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Self-awareness

	<p><i>own life (and others) in a range of scenarios.</i></p> <p>Oracy Focus: Working with others - Guiding or managing interactions - Turn-taking</p>	<p>Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations (RSE/HE).</p> <p><i>Reflect and Apply - Pupils reflect on how learning applies to their own life (and others) in a range of scenarios.</i></p>	<p>Sub Questions:</p> <ul style="list-style-type: none"> • What causes people to feel angry, frustrated or upset? • What are the consequences of behaving unkindly to the people around us? <p>Gamification Strategies – Graffiti wall followed by galloping gallery: Think of a variety of different calming techniques. Then share as a wider class group.</p> <p>Reflection - Children to write down two techniques they think work best for them and why they help.</p>	<ul style="list-style-type: none"> • Self-regulation of emotions • Discernment <p>Secrets of success – Understanding others Don't give up</p>
Lesson 3				
	<p>I understand that people have different opinions that should be respected.</p> <p><i>I can appreciate life for other people in other places is different.</i></p> <p><i>I can start to accept that people have different opinions and justify their own and others' standpoints.</i></p> <p>Oracy Focus: Listening & responding - Listening actively & responding appropriately</p>	<p>Often compensate for other people's (negative) behaviour.</p> <p>Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this.</p> <p>Confidently act according to their own principles in areas that are considered right by some and wrong by others.</p> <p>Start managing other people's bad manners, or insensitivity, in appropriate and courteous ways.</p> <p>Constructively challenging other people's behaviours (L6) and points of view (R10), where appropriate and/or safe.</p> <p>Relate to others and work towards consensus, e.g. by negotiation and appropriate compromise, and by giving rich and constructive feedback and support (R12), and by adapting behaviour and speech (e.g. facilitating / 'uniting' interactions).</p>	<p>Think and Link – Talk for thirty seconds about what we have covered so far in PSHE this term? Love and Anger.</p> <p>BIG Question: Do people who care about each other always have to agree?</p> <p>Sub Questions:</p> <ul style="list-style-type: none"> • What does it mean to disagree? • Think of a time you have had a disagreement with somebody – how did it start? • How did it make you feel? How did it end? • Does the manner in which you give an opinion affect how other people will receive that opinion? <p>Gamification Strategies – How can we resolve disagreements without falling out? Graffiti Wall – Start in 4's and then Galloping Gallery to see other groups ideas.</p> <p>Reflection - Chn summarise their lean by reflecting upon the idea that people will have different opinions to them and that is okay as long as we have strategies to cope with disagreements.</p>	<p>disagree, argue, conflict, resolution, fall out, friends, agree, honesty, respect, polite</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Self-control of behaviour • Trustworthiness, honesty and integrity • Respect • Building Bonds • Collaboration including conflict management <p>Secrets to Success - Understand others</p>

		<p><i>Reflect and apply - Pupils have a deep appreciation of life for other people in other places.</i></p> <p><i>Analyse, justify and evaluate - Pupils accept others have different opinions and can justify their own – and others’ -standpoints.</i></p>		
--	--	--	--	--

Lesson 4

<p>I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</p> <p><i>I can apply learning into clear actions independently showing clear understanding of safety and risk-awareness in a wide range of scenarios.</i></p> <p>Oracy Focus: Structure and Organisation of Talk</p>	<p>Start to apply these issues in adolescent and adult contexts (e.g. sexual relationships).</p> <p>Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations (RSE/HE).</p> <p>Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this.</p> <p>Confidently act according to their own principles in areas that are considered right by some and wrong by others.</p> <p><i>Independently acting in a safe, risk-aware considerate way - Pupils apply learning into clear actions independently showing clear understanding of safety and risk-awareness in a wide range of scenarios.</i></p>	<p>Think and Link – What is peer pressure? (TTYP)</p> <p>BIG Question: What can you do when you feel pressured by a group?</p> <p>Sub Questions:</p> <ul style="list-style-type: none"> • What are the different situations in which somebody could pressure to do something? • What can you do if you feel you are being pressured? <p>Gamification Strategies – Graffiti Wall followed by galloping gallery and gather on Flipchart.</p> <p>Reflection - Children to share ideas for what they would do in different scenarios using given sentence stem.</p> <ul style="list-style-type: none"> • Sentence Stem: If I were being to pressured to *scenario*, I would ... <p>To offer a different viewpoint:</p> <ul style="list-style-type: none"> • Sentence Stem: Whilst I agree with what XXX said, in that situation I personally would... 	<p>pressure, influence, peer, negative, behaviour, resist, support, help, anxious, dangerous, unhealthy, uncomfortable, wrong</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Consent • Discernment • Trustworthiness, honesty and integrity <p>Secrets of success - Understanding others</p>
---	--	--	---

Lesson 5

<p>I can explain when it is right to keep a secret, when it is not and who to talk to about this.</p> <p><i>I can independently act in a considerate way towards society at large.</i></p> <p><i>I can reflect on how learning applies to my own life (and others) in a range of scenarios.</i></p> <p>Oracy Focus: Voice - Pace of speech - Clarity of pronunciation - Voice projection</p>	<p>Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations (RSE/HE).</p> <p>Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this.</p> <p>Confidently act according to their own principles in areas that are considered right by some and wrong by others.</p> <p><i>Independently acting in a safe, risk-aware considerate way - Pupils act in a considerate way towards society at large independently.</i></p> <p><i>Reflect and apply - Pupils reflect on how learning applies to their own life (and others) in a range of scenarios.</i></p>	<p>Think and Link: What 4 things have we covered in PSHE this year so far?</p> <p>BIG Question: How can we know when we should break a confidence or tell a secret?</p> <p>Sub Questions:</p> <ul style="list-style-type: none"> • When is it okay to keep a secret? • When is this not okay? <p>Gamification Strategies – Sorting Secrets - Sort the secrets into three piles (Pairs)</p> <ol style="list-style-type: none"> 1) Should definitely be shared with an adult 2) Maybe should be shared with an adult 3) We need to know more information before we decide <p>Talk in 4s:</p> <ul style="list-style-type: none"> • When is it okay to keep a secret? • When is this not okay? <p>Reflection - 30 second challenge: Oracy Focus - I can explain when it is right to keep a secret, when it is not and who to talk to about this. Talk in pairs and then share as a class.</p>	<p>secrets, shared, kept, confidential, confidence, share, support, unhealthy, healthy, relationship</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Discernment • Trustworthiness, honesty and integrity <p>Secrets of success - Understanding others</p>
--	--	---	---

Lesson 6

<p>I can recognise healthy and unhealthy relationships.</p> <p><i>I can independently act in a considerate way towards society at large.</i></p> <p><i>I can reflect on how learning applies to my own life (and others) in a range of scenarios.</i></p>	<p>‘Read’, understand and accurately describe their emotions; if asked, start to help others unpick their own.</p> <p>Select between strategies to manage emotions, including conflicting emotions, and the symptoms of them.</p> <p>Often compensate for other people’s (negative) behaviour.</p>	<p>Think and Link - It will be helpful if children can confidently recognise the different relationships they have in their life.</p> <p>BIG Question: What are some of the signs of an unhealthy or risky relationship?</p> <p>Sub Questions:</p> <ul style="list-style-type: none"> • How do you when a relationship is not working? • When might it be best to end a relationship and how can we do this? 	<p>healthy, unhealthy, risky, relationships, friendship, relatives, family, support, ending</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self regulation of emotions • Self control of behaviour
---	--	--	--

	<p>Oracy Focus: Confidence in speaking - Self assurance - Liveliness & flair</p>	<p>Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this.</p> <p>Confidently act according to their own principles in areas that are considered right by some and wrong by others.</p> <p>Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations (RSE/HE).</p> <p>Show a confidence and sensitivity in constructively challenging other people's behaviours (L6) and points of view (R10), where appropriate and/or safe.</p> <p><i>Independently acting in a safe, risk-aware considerate way - Pupils act in a considerate way towards society at large independently.</i></p> <p><i>Reflect and apply - Pupils reflect on how learning applies to their own life (and others) in a range of scenario.</i></p>	<p>Gamification Strategies – Look at the ending relationships activity sheet. Rank the 6 strategies by which you think is the most important and why. Do individually and then discuss across your tables.</p> <p>Reflection - Chn to share their justifications for what the put as the top 2 on their list and why.</p>	<ul style="list-style-type: none"> • Trustworthiness, honesty and integrity • Discernment • Building Bonds <p>Secrets of success - Understanding others</p>
--	---	--	---	---