**PSHE/C Curriculum – Year 5 Autumn Term 1**

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| **Theme: Myself and My Relationships: Beginning and Belonging** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To develop ideas to help school to feel a safer, happier place and develop an awareness of how my own actions may impact upon the feelings of others. (RR)  2. To recognise the emotions people might feel in a new situation and how to support them. (MW) and To recognise, for themselves and for others, the emotions involved in being in a new situation. (MW)  3. To know how to help new people feel welcome, in a range of situations in and out of school. (CF)  4. To develop their own strategies for coping with emotions and developing resilience in new situations. (MW)  5. No Outsiders – How to Heal a Broken Wing – To recognise when someone needs help | | **Keyword** | **Definition** | **Keyword** | **Definition** | | **Relationships Education**  Respectful Relationships (RR)  • the importance of respecting others, even when they are very  different from them (for example, physically, in character, personality  or backgrounds), or make different choices or have different  preferences or beliefs.  • practical steps they can take in a range of different contexts to  improve or support respectful relationships.  • the conventions of courtesy and manners.  • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  Caring Friendships (CF)  • how important friendships are in making us feel happy and secure,  and how people choose and make friends.  • the characteristics of friendships, including mutual respect,  truthfulness, trustworthiness, loyalty, kindness, generosity, trust,  sharing interests and experiences and support with problems and  difficulties.  • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  **Health Education**  Mental Wellbeing (MW)  • that there is a normal range of emotions (e.g. happiness, sadness,  anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  • how to recognise and talk about their emotions, including having a  varied vocabulary of words to use when talking about their own and  others’ feelings.  • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). | |
| refugee | a person who has been forced to leave their country in order to escape a war, persecution or natural disaster | strategies | plans for achieving success in different situations | |
| illustrations | pictures in books and magazines etc | life experience | something that a person does or goes through that impacts their life in a significant way | |
| emotions | strong feelings – such as love or anger etc | empathise | to be able to understand how someone else feels or might be feeling in certain situations | |
| Somalia | a country in East Africa | tour | a visit to a place or area – especially one during which you look around the place or area and learn about it | |
| feedback | information or statements of opinion about something, such as a new product – that can tell you if it is successful or liked | coping | dealing successfully with problems or difficult situations | |
| **Prior Learning (Year 4)**  The children in year four explored the difference between their wants and needs. They were introduced to the idea of rights and why these are important. They focussed especially on the UN Convention on the Rights of the Child. They learnt that rights come with responsibilities and that these responsibilities affect their actions at home and at school. They reflected on existing classroom rules and spoke about why they have been made and what they mean in practice. They developed their understanding of democratic decisions and how these might affect their everyday lives, including experiencing voting and its outcomes in the classroom. They developed their skills in sharing their opinions, ensuring that they listened to those of others, took turns and  showed respect for each other. They developed these skills further by taking part in class discussions and debates about topical issues. They discussed the role of the school council, elected class representatives and considered ways that they can be actively involved in school decision making processes. | | | | **Future Knowledge (Year 6)**  In year six, children will learn about their basic rights and how these apply to children worldwide, through the United Nations Convention on the Rights of the Child. They will consider the ways in which people, including themselves, are responsible, at a variety of levels, for ensuring that these rights are protected. They will discuss the connections between  rights, rules and responsibilities, focussing especially on creating and/ or reviewing class ground rules and understanding why these are necessary. When creating ground rules, they will consider what these will look like practically when children are following them, as well as possible consequences if the rules are not followed. They will begin to develop a broader understanding of why rules and laws are needed in society, some of the reasons why people sometimes break these laws, and what can influence decision making. They will explore the role of parliament and MPs, as well as local councils and councillors and how these are similar  to and different from their own school council. This unit also gives children the opportunity to debate moral and social issues, including those which are currently relevant to the local community. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. - What are my responsibilities for helping others in school feel happy and safe? (RR) | * Understand the sort of place they want and need their classroom to be. (*How can we make it a place where people can learn happily and safely?)* * Identify what kind of behaviour would help everyone to feel happy and safe and to learn. – using a class Wiki or online discussion forum to collect children’s ideas about behaviour that children could contribute to over time. * Able to suggest up to six ground rules that would help the class to work effectively and to feel happy and safe together (in mixed groups of four) * Able to join with another group to share their ideas * Identify six rules between them all in the new larger group to agree and decide on * Able to share these as a whole class and agree a class set of rules. * Able to use an iPad or digital camera to take photographs of any ‘class rules’ examples that they see happening in the class, around the school or in the playground of people in their class following the rules * Understand that we work and play as safely as possible – following the rules * Able to share what they have found with others (using the photographs on the whiteboard) and make a class display of the ground rules, with illustrations of what it * looks like when the children are following them. * Identify class rules and understand why they are needed (list these on whiteboard) | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. How might different people feel when starting something new and how can I help? (MW) 3.1 – 3.3  -Coming to England Book  -iPad | * Recognise how someone in a ‘new’ situation might feel * Identify a time when they have been ‘new’ anywhere, for example starting school, moving to a new home, starting a new club, joining a new family * Recognise some emotions that they might feel in a new situation * Able to individually create and complete a Circle of Feelings – by putting a circle in * the middle of their page (with ‘feeling new’ written in the centre) and writing around it any feelings they may have experienced * Able to identify emotions and character experiences they might feel in a new situation – using the book ‘Coming to England’ – create a class a ‘Circle of Feelings’ for Floella in the book * Able to share an example of a situation when they have been new, and to share some of the emotions they experienced (in pairs) * Identify new situations they have experienced * Identify the range of emotions they have felt during new situations (as a class – making two lists) * Recognise that not all emotions in a new situation will be negative – for example, they might feel pleased or excited instead * Identify what is helpful in a new situation in terms of people’s behaviour etc. e.g. people smiling and introducing themselves, and what is not helpful e.g. not knowing where to go, or people ignoring you (make a list under two headings) * Able to use role play to practise helping someone new to feel welcome (in groups of three) each group has a situation, such as someone who does not speak English arriving new in school and being brought to their classroom, a younger new child sitting on their own in the playground, a new child joining football club, a Traveller child who has been away for a few months coming back into the class, a new foster child coming to live with their next door neighbour. * Recognise which emotions might be being expressed in the role play performances (above) when watching iPad recordings back – children to watch to see what emotions they think are being expressed, and then to add to the lists of suggestions of what is helpful and what is unhelpful based on examples shown through the role plays. | | | | |
| 3. How do we help people feel welcome and valued in and out of school? (CF) 4.1 – 4.4  -The Colour of Home (book) | * Understand reasons why somebody might be arriving new in school – e.g. because they have moved to the area, because they were not happy at their last school, because their family moves around and lives in different places, because they have recently arrived in this country, because they are refugees from another country (making a list) * Understand the experience of a child and family who arrive new in this country from Somalia – using the story ‘The Colour of Home’ * Recognise whether they think Hassan will have experienced any extra or different feelings from them about being in a new situation because living in Britain is so different for him from his previous experience, as well as arriving at a new school – (refer back to activities 3.1, 3.2 and 3.3) * Understand ways that they could help Hussan as he is a younger child – consider how they might help new children in younger classes * Reflect on their own experience of what it felt like to be in a new situation, - consider what it is like for anybody who arrives new in their school and their class * Know what a ‘tour’ is and be able to give examples of where they might get a tour - a museum, gallery or other attraction where they have been able to hire headphones or a handset which takes them on a tour (or they may have been on a virtual tour somewhere). * Able to plan a speaking tour of the school (in small groups) - Different groups could be given different areas of the school to describe, or different times of the day they would want to explain about, for example before school, during lesson times, or at lunch times – they might want to focus on the different procedures in specific lessons * Understand the target audience – recognise who their tour is for and ensure that they pitch it appropriately - e.g. one group could focus on lunch times for a child in Reception, and another group could focus on lunch times for someone in Key Stage 2. * Know what they think would be important for someone new to find out about school (going around school in small groups) * Able to compile a script for a school tour (in small groups) - *if a talking photo album is to be used, they might take pictures or video clips of key areas and events that might take place there.* * Able to compile their ‘tour’ in whatever form it is to be recorded * Able to create a short list of feedback questions which cover what is important to find out in making the tour helpful (for example, would you know what you were expected to do from the information given? Would you feel happier and more comfortable if you had this information?) * Able to try their ‘tour’ out (join with another group – taking it in turns to take the tour) * Able to feed back to each other their responses to the agreed questions - The group then amends their recording according to the feedback that they have been given, and a whole class or school ‘tour’ is compiled * Understand how they could apply what they have learned and their ideas to helping someone who arrives new in their neighbourhood or in a club they attend, for example. | | | | |
| 4. What helps me to be resilient in a range of new situations? (MW) | * (in groups of 3 or 4) Able to design a board game about being in a new situation. -*Give each group a situation, e.g. being new in this school, joining new clubs, starting at secondary school, moving to a new area, going on a residential visit for the first time. Squares on the board could represent places they experience or people they come into contact with - and could include decisions they have to make in those situations. The board could also include squares on which they pick up a card. The cards could give instructions such as ‘you offered to sit with someone at lunch time – move forward 2 spaces’, ‘you smiled and said hello to 4 people you didn’t know – move forward 2 spaces’, or ‘you forgot to pack your toothbrush – move back 1 space’.* \*Ensure the children understand this learning objective, and that the purpose of the board game, for those playing it, is to help them identify and develop strategies for coping with new situations. * Able to plan and draft a board game – then try it out on another group, and then modify it based on the feedback they receive. * Understand the strategies that they have developed for coping with new situations through making or playing the board games. - These could be collected in a generic list, or under headings of the different situations. | | | | |
| **No Outsiders**  5.How to Heal a Broken Wing – To recognise when someone needs help | * I can recognise when someone needs help * I know people have different life experiences * I can empathise with others | | | | |