**PSHE/C Curriculum – Year 5 Autumn Term 2**

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| **Theme: Myself and My Relationships – Family and Friends** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To explain the characteristics of healthy friendships on and offline and identify elements which may be healthy or unhealthy. (CF)  2. -To explore the concepts of trust and loyalty in changing relationships, on and offline. (CF)  and  -To recognise some of the pressures on friendships and family relationships and to develop strategies to manage them. (FP)  3. To understand how communication, empathy and compromise all contribute to resolving conflict. (CF)  4. -To understand that healthy families are committed to supporting each other as the needs of the members change. (FP)  and  -To identify people in their network, on and offline, to explore how these relationships have changed and how people support each other. (OR)  5. No Outsiders – The Girls – To explore friendship | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Families and People who care for me (FP)  • that families are important for children growing up because they can give love, security and stability.  • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.  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, 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.  • that most friendships have ups and downs, and that these can  often be worked through so that the friendship is repaired or even  strengthened, and that resorting to violence is never right.  • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.  Online Relationships (OR)  • that the same principles apply to online relationships as to face to  face relationships, including the importance of respect for others  online including when we are anonymous. | |
| characteristics | special qualities (attributes) or traits that make a person, thing, or group different from others | resolve | to solve or end a problem or difficulty | |
| qualities | characteristics or features of someone or something  (special attributes) | empathise | to be able to understand how someone else feels - you understand their situation, problems, and feelings, because you have been in a similar situation | |
| trust | to believe that someone is good and honest – and that they are sincere and will not deliberately do anything to harm you | compromise | a situation in which people accept something slightly different from what they really want so to reach an agreement | |
| loyalty | behaviour in which you stay firm in your friendship or support for someone or something | food bank | a place where food is given to people who do not have enough money to buy it | |
| conflict | a serious disagreement and argument | friendship | a situation in which two people are friends | |
| **Prior Learning (Year 4)**  In Year 4, the children developed their understanding and recognition of their own emotions and those of others, including how we might express those feelings. The children identified an increasing range of emotions and developed language to describe them. They considered what can prompt different feelings in themselves and others. They explored how those emotions affect how we think, feel and behave, including how their bodies might respond to strong emotions, and the impact their resulting behaviour may have on those around them. They explored ways to deal with different emotions. They learn ways to manage very strong emotions and how they  might cope with feeling overwhelmed. They revisited their networks of special people, identifying those they can talk to about their feelings and considered when and how they might do this. | | | | **Future Knowledge (Year 6)**  In Year 6, children will develop their understanding and recognition of their own emotions and those of others, including how we might express and respond to those feelings. The children will identify an increasing range of feelings, including moods and mixed emotions, developing their language to describe them and learning how they might recognise them in themselves and others. They will consider how they might react to strong or overwhelming emotions, in themselves and others, and ways to manage these. They will build on their understanding of ‘mental wellbeing’ as being as important as physical wellbeing and begin to learn about mental ill health. Building on previous work, they will consider their own identity and what is meant by ‘self-respect’. They will revisit their Networks of Support, identifying the people they can talk to about their feelings and considering when and how they might do this. The children will also discuss loneliness and how they might help themselves and others when feeling isolated or alone. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What are the characteristics of healthy friendships on and offline and how do they benefit me? (CF) 1.1 – 1.7 | * Able to describe qualities I value in people * Recognise what makes a friendship or other relationships healthy. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. -How do trust and loyalty feature in my relationships on and offline? (CF)  and  -Can I always balance the needs of family & friends & how do I manage this? (FP) | * Describe how trust and loyalty are important in my relationships * Explain how trust and loyalty can be damaged * Describe some situations where family and friends make different demands on me * Able to explain some ways of managing the different demands of friends and family | | | | |
| 3. Can I communicate, empathise & compromise when resolving friendship issues? (CF) | * Describe some actions which might ‘heat up’ or ‘cool down’ a conflict * Explain how I might use some ‘cooling down’ strategies. | | | | |
| 4. -How do people in my family continue to support each other as things change? (FP) 7.1 – 7.5  and  - Who are in my networks, on & offline, and how have these, changed and how do we support each other? (OR) | * Understand that family situations can change * Know some ways that families can support each other during tough times. * Describe things that friends have done to support me * Able to talk about times that I have supported other people * Describe how I would identify a trusted adult online and offline | | | | |
| **No Outsiders**  5. The Girls – To explore friendship | * I know what friends are * I know how important friendship is * I know sometimes friendship can go wrong * I value the people around me | | | | |