



**Term 1**

**Unit Overview: LKS2 PSHE**

**Me and My Relationships**

<p><b>Key questions</b></p> <p><u>Recognising feelings:</u></p> <ul style="list-style-type: none"> <li>- Can you tell how someone is feeling by looking at them? How?</li> <li>- What is body language?</li> <li>- What body language tells you that a person is worried? How?</li> <li>- Are all feelings shown by body language?</li> </ul> <p><u>Bullying:</u></p> <ul style="list-style-type: none"> <li>- What is the difference between bullying and teasing?</li> <li>- What can someone do to help themselves if someone upsets them or is bullying them?</li> <li>- How can you help someone else who is upset?</li> <li>- Can you help someone who is being bullied? How?</li> </ul> <p><u>Assertive skills:</u></p> <ul style="list-style-type: none"> <li>- What is being assertive?</li> <li>- Are there different ways to be assertive? How?</li> <li>- When would someone need to be assertive?</li> </ul>	<p><b>Substantiative Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that feelings can vary by intensity, person and change over time.             <ul style="list-style-type: none"> <li>❖ I can talk about how feelings change and be different for others.</li> </ul> </li> <li>• Know and understand the qualities of a 'positive, healthy relationship'.             <ul style="list-style-type: none"> <li>❖ I can read different emotions by a person's body language.</li> </ul> </li> <li>• Know when it's appropriate to say no and how.             <ul style="list-style-type: none"> <li>❖ I can say 'no' in a calm and controlled way.</li> </ul> </li> <li>• Know the strategies and skills needed for collaborative work.             <ul style="list-style-type: none"> <li>❖ I can name some qualities or strategies that help teamwork. I am aware of others and their needs when working together.</li> </ul> </li> <li>• Recognise bullying or pressure behaviour.             <ul style="list-style-type: none"> <li>❖ I can say what to do if I am, or a friend is, hurt or bullied by another person.</li> </ul> </li> </ul>	<p><b>Vocabulary</b></p> <p>Ignored, delighted, teasing, calm, confident, feelings, compromise, body language, emotions, frightened, excluded, collaborate, pressure, bullying, joyful, excited, respectful, scared, alone, worried, lonely.</p> <p><b>Phonics / polysyllabic words</b></p> <p>Pressure, emotions (suffix focus)</p>
<p><b>Subject skills</b></p> <ul style="list-style-type: none"> <li>❖ Role-play and drama to explore positive and negative relationships.</li> </ul>	<p><b>PSHE themes:</b></p> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>❖ <b>Democracy:</b> Children are encouraged to ask and answer questions about their learning, development and school environment. Supporting children to have discussions with their peers in a respectful way.</li> <li>❖ <b>The rule of law:</b> Identifying right from wrong and recognising the importance of laws, including those that govern the class, the school or the country. Creating rules and expectations to follow during all lesson and in PSHE to make sure everyone experiences a safe learning environment.</li> <li>❖ <b>Respect and Tolerance:</b> Promoting individual differences and respecting how people can have different feelings in the same situation. All children listen and respect others' opinions when discussing different topics.</li> </ul>	<p><b>Linked texts:</b></p> <p>My Strong Mind Ruby's Worry</p> <p><b>Possible misconceptions</b></p> <p>Some children might think that saying 'no' will have a negative consequence.</p>



DOWN AMPNEY PRIMARY SCHOOL

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<ul style="list-style-type: none"> <li>❖ Circle time/quality talk led by the children.</li> <li>❖ Give advice to the mascot's about how they could deal with different situations.</li> <li>❖ Have clear and focused discussions around topics and establish what to have positive and negative relationships.</li> <li>❖ Listen to other children's views and opinions in the class and consider how their feelings may be different to your own.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <u>Mutual respect:</u> Children learn that their behaviours and actions have an effect on their own rights and those of others.</li> </ul>	<p><u>Christian Values:</u></p> <p><u>Courage:</u> Children will develop the skill of recognising what is right from wrong and find the courage and conviction to make the best choices. Children will learn about different feelings and be able to reflect courageously on their own emotions.</p> <p><u>Respect:</u> The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p> <p><u>Trust:</u> Understanding that all relationships require an element of trust. This means being able to share thoughts, feelings and emotions with those around us in a way where we would not feel judged or criticised.</p>
<p><b>Prior learning</b>  <u>Me and my relationships</u>  <u>KS1</u>          Feelings          Getting help          Classroom rules          Special people          Being a good friend</p> <p><u>LKS2</u>          Solving problems          Looking after our special people          Special friends          Dares</p>	<p><b>Future learning LKS2 Year B</b>  <u>Keeping safe</u>          Danger, risk or hazard?          How dare you!          Keeping ourselves safe          Raisin challenge          Picture wise          Medicines: check the label          Know the norms          Traffic lights</p>	