



DOWN AMPNEY PRIMARY SCHOOL

Term 1

Unit Overview: UKS2 PSHE

Me and My Relationships

<p>Key questions</p> <ul style="list-style-type: none"> ❖ What do bystanders do when someone is being bullied? ❖ What is the difference between an active and a passive bystander? Can passive bystanders affect a bullying situation? How? ❖ Can active bystanders affect a bullying situation? How? ❖ What is compromise? What is negotiation? ❖ How can negotiation and compromise skills help someone? ❖ What is appropriate touch? What is inappropriate touch? 	<p>Substantiative knowledge</p> <ul style="list-style-type: none"> ❖ Recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. ❖ Practice and use strategies in compromise and negotiation within a collaborative task or activity. ❖ Consider the types of touch that are safe, legal and that I am comfortable with (Y6). ❖ Name assertive behaviours and recognise peer influence or pressured behaviour. ❖ Be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance. <p>❖ I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>❖ I can give examples of negotiation and compromise.</p> <p>❖ I can explain what inappropriate touch is and give examples.</p>	<p>Vocabulary</p> <p>assertiveness, in/appropriate, sensitive, collaboration, respectful, response, culture, religion, bullied, compromise, illegal, negotiation community, bystanders, passive, civil partnership</p> <p>Phonics / polysyllabic words</p> <p>assertiv<u>ness</u></p> <p>collaborat<u>ion</u></p> <p>negotiat<u>ion</u></p>
<p>Skills</p> <ul style="list-style-type: none"> ❖ Work through challenges I have with my friends with respect, assertiveness and understanding. ❖ Give examples of negotiation and compromise. I can use these skills in practical situations. ❖ Know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. (Y6) ❖ Use assertive behaviours to keep myself safe from peer influence or pressure. ❖ Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. 	<p>PSHE themes:</p> <p>Recognising and celebrating difference, including religions and cultural Influence and pressure of social media.</p> <p>British Values</p> <ul style="list-style-type: none"> ❖ Democracy: 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. ❖ The rule of law: 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. ❖ Respect and Tolerance: Promoting individual differences and respecting how people can have different feelings in the same 	<p>Linked texts:</p> <p>The Great Big Book of Families Mary Hoffman & Ros Asquith</p> <p>Tyrannosaurus Drip Julia Donaldson & David Roberts</p> <p>Possible misconceptions</p> <ul style="list-style-type: none"> ❖ Children may not understand the difference between being assertive and being aggressive. ❖ Children may believe that if they are not the one being bullied, they do not need to get involved. ❖ Children may not understand that there are different types of legal commitment, other than marriage.



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	<p>situation. All children listen and respect others' opinions when discussing different topics.</p> <ul style="list-style-type: none"> ❖ Mutual respect: Children learn that their behaviours and actions have an effect on their own rights and those of others. 	<p>Christian Values:</p> <p>Courage: 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>Respect: The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p> <p>Trust: 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>Prior learning: Me and My Relationships</p> <p>KS1 A: Feelings Getting help Classroom rules Special people Being a good friend B: Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation</p> <p>LKS2 A: Rules and their purpose, Cooperation, Friendship (including respectful relationships), Coping with loss B: Healthy relationships, Listening to feelings Bullying Assertive skills</p> <p>UKS2 Year A (some) Feelings, Friendship skills, including compromise, Assertive skills, Cooperation, Recognising emotional needs</p>	<p>Future learning UKS2 Year A (some)</p> <p>Me and My Relationships Feelings, Friendship skills, including compromise, Assertive skills, Cooperation, Recognising emotional needs</p>	