

## MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 5		SUBJECT: PSHE – Families and relationships					
WEEK 1 DATE: 02.09.24		WEEK 2 DATE:09.09.24	WEEK 3 DATE:16.09.24	WEEK 4 DATE:23.09.24	WEEK 5 DATE:30.09.24	WEEK 6 DATE:7.10.24	WEEK 7 DATE:14.10.24	WEEK 8 DATE: 21.10.24	
<p><b>LO:</b> To recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons. <b>Success criteria:</b> I can explain some things I learnt in PSHE in Year 4. I can explain rules that can help everyone feel safe in PSHE lessons. <b>Main event:</b> Explain that the children are now in Year 5 and they will be looking at more grown up topics. Children are to come up with a list of rules that they must follow during their PSHE lessons. Children to work in groups for this task. <b>Support:</b> Children should have support remembering what they learned about in year four and understanding why rules are particularly important in PSHE, especially when thinking about the more grown-up topics that they will be covering. <b>Challenge:</b> Children should be challenged to explain the potential consequences of not following the rules.</p>		<p><b>LO:</b> To understand how to form and maintain positive relationships. <b>Success criteria:</b> I understand what makes a good friend. I know why friends are important. I can set myself a friendship-themed goal. <b>Main event:</b> Ask the children about friendships and what they like about being friends. Children are to write instructions about how to build friendships. Worksheet can be used to scaffold this. Drawings can be used. Instructions writing to be discussed prior to this to ensure children understand why they should look like. <b>Support:</b> Children should use the <i>Activity: How to build a friend worksheet</i> as a scaffold. <b>Challenge:</b> Children should complete the extension activity in the main event.</p>	<p><b>LO:</b> To explore the ups and downs of friendships. <b>Success criteria:</b> I understand that friendships have ups and downs. I can provide possible solutions to friendship problems. I understand that friendships can sometimes be strengthened after an issue has occurred. <b>Main event:</b> Question the children on good things about friendships and then think about things that have not gone quite so well in friendships. Feedback as a class. Focus on how the children have overcome difficulties. Children to work in groups and write a made-up friendship problem (to be written in the form of a letter). <b>Support:</b> Children should be in the same group and being given a problem to respond to, or working in a group with an adult to support them. <b>Challenge:</b> Children should be challenged to give a couple of solutions to the problem including signposting to additional support.</p>	<p><b>LO:</b> To understand the concept of marriage.  <b>Success criteria:</b> I understand that marriage is a legal commitment. I understand that marriage is an individual choice. I can explain why people might decide to get married. <b>Main event:</b> Explain that weddings and marriages have changed and are different in different cultures. These are a formal and legal commitment and are intended to be lifelong. Explain that everyone has a right to decide if they want to get married. Explain the difference between forced and arranged marriages. Children are to create a poster showing what they have learnt about marriages. <b>Support:</b> Children should have access to the presentation when putting their poster together. <b>Challenge:</b> Children should do additional research for their posters.</p>	<p><b>LO:</b> To begin to understand self-respect. <b>Success criteria:</b> I can explain what self-respect is.  I can identify positive attributes in myself. I can recognise when I am treating myself with self-respect. <b>Main event:</b> Ask the children how we show respect to others. Record their answers on the board. Discuss the importance of positive self-talk and how listening to their inner voice can be very powerful. Move onto the importance of prioritising self-care. When thinking about their own boundaries it is important to get the children to think about them setting their own boundaries. Now discuss the importance of recognising their own achievements and hand out the shield template. Children to draw one thing in each area, showing how to show respect themselves. <b>Support:</b> Children should be given a chance to discuss their strengths with a teacher or a friend before starting. <b>Challenge:</b> Children should explain why they think respecting and knowing themselves can help them to make better decisions.</p>	<p><b>LO:</b> To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. <b>Success criteria:</b> I understand that sometimes families can make children feel unhappy or unsafe. I know who can help me or my friends if something makes them feel unhappy or unsafe. I can explain why keeping secrets is not a good thing to do. <b>Main event:</b> Use ‘Women’s Aid; Year 5, secrets and stories. Children to be put into groups and given a story and discuss the questions. Children to be given part 2 and part 3 of the chosen story. Discuss as a class when it might be important to not keep certain secrets. Link to previous lesson. <b>Support:</b> Children should have support from peers or an adult to read and explain the story. <b>Challenge:</b> Children should be challenged to give a range of solutions to the problem.</p>	<p><b>LO:</b> To understand more about bullying and how to get help. <b>Success criteria:</b> I understand what might lead to someone bullying others. I can explain how someone who is being bullied might feel. I know who I can talk to if I am worried about bullying. <b>Main event:</b> Children will look at bullying from a bully’s perspective. Play the clip and stop at certain points and discuss questions. Children to be asked questions throughout based on different perspectives from the video. Children to think about feelings throughout. Children to role play different children from the video. <b>Support:</b> Children should have additional support while watching the film clip including checking their understanding and stressing how the issue was resolved. <b>Challenge:</b> Children should take on roles during the role-playing and ask more complex questions during this activity.</p>	<p><b>LO:</b> To recognise how attitudes to gender have changed over time. <b>Success criteria:</b> I understand that attitudes and laws relating to gender have changed over time. I can explain why gender equality is important. <b>Main event:</b> Children to discuss what is meant by gender stereotypes. Share statements with the children and ask if they agree or disagree with the statements. Children to be exposed to a time line of events that changed people’s perceptions of genders stereotypes and they are to write a newspaper based on the changes that have happened over time. <b>Support:</b> Children should use the <i>Presentation: Newspaper template</i> when writing their report and could benefit from being given information to support their chosen event. <b>Challenge:</b> Children should be challenged to demonstrate a greater understanding of the impact of change through their article.</p>	<p><b>LO:</b> To explore the impact of stereotypes and how they can lead to discrimination. <b>Success criteria:</b> I can explain how we make assumptions about people based on how they look. I understand that stereotypes around race and religion can be harmful. I can explain how stereotypes can affect the way people are treated and can lead to discrimination. <b>Main event:</b> Children will answer question from the attention grabber and then share their responses with the class. Children will be asked if they think there are any problems with the photos. Expose the children to the phrase ‘don’t judge a book by its cover’ and think about how this leads to stereotypes. <b>Support:</b> Children should work in pairs for the activity in the Attention grabber. <b>Challenge:</b> Should be challenged to look in more detail about how stereotypes around race and religion can be discriminatory.</p>