

PSHE at THE DOWNLEY SCHOOL  
RELATIONSHIPS  
TOPIC 1 – Families and friendships  
Year 5 – Autumn

RESOURCES



Free-Circle-Time-Book (1).pdf

<https://plprimarystars.com/resources>

VOCABULARY	DEFINITION
Influence	- the capacity to have an effect on the character, behaviour or development of someone
Healthy	- in good physical or mental condition
Excluded	- deny access to a place, group or privilege
Approval	- the action of approving something
Reconcile	- restore friendly relations between
Dispute	- a disagreement or argument
Consent	- permission for something to happen or agreement to do something
Resolve	- settle or find a solution to
Strategies	- a plan of action to achieve a long-term or overall aim

REFLECTIVE QUESTIONS

Can I recognise what a healthy relationship is?

Can I recognise when I am feeling uncomfortable, including online?

CIRCLE TIME GAMES

LOC

CLASS CHARTER

Picture of a scroll/Worry Box

Lesson 1

L.O. I know what makes a healthy friendship and how they make people feel included

L.O. I know strategies to help someone feel included

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

Lesson 2

L.O. I understand about peer influence and how it can make people feel or behave

L.O. I understand the impact of the need for peer approval in different situations, including online

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

Lesson 3

L.O. I know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

L.O. I understand that it is common for friendships to experience challenges

Lesson 4

L.O. I understand strategies to positively resolve disputes and reconcile differences in friendships

L.O. I understand that friendships can change over time and the benefits of having new and different types of friends

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

Lesson 5

L.O. I know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable

L.O. I know when and how to seek support in relation to friendships

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R26. about seeking and giving permission (consent) in different situations

PSHE  
Relationships  
TOPIC 2 – Safe Relationships  
Year 5– Autumn

Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29

RESOURCES

<https://olprimarystars.com/resources>

VOCABULARY	DEFINITION
consent	- permission for something to happen
hurtful	- causing distress to someone's feelings
secret	- not known or seen or not meant to be known or seen
contact	- act or state of touching

REFLECTIVE QUESTIONS

Do I know who to talk to if I am worried about something?

Do I understand what consent means?

CIRCLE TIME GAMES



Free-Circle-Time-Book (1).pdf

LOC

CLASS CHARTER

### Lesson 1

L.O. I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations

L.O. I know how to ask for, give and not give permission for physical contact

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

### Lesson 2

L.O. I know how it feels in a person's mind and body when they are uncomfortable

L.O. I understand that it is never someone's fault if they have experienced unacceptable contact

L.O. I understand how to respond to unwanted or unacceptable physical contact

### Lesson 3

L.O. I know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

L.O. I know whom to tell if they are concerned about unwanted physical contact

R9. how to ask for help if a friendship is making them feel unhappy

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

PSHE  
RELATIONSHIPS  
TOPIC 3 – Respecting others and ourselves  
Year 5 – Autumn

What will I learn in this topic: Respecting ourselves and others - Responding respectfully to a wide range of people; recognising prejudice and discrimination  
PoS Refs: R20, R21, R31, R33

RESOURCES

<https://plprimarystars.com/resources>

VOCABULARY	DEFINITION
Racism	- prejudice, antagonism directed against a person or people on basis of their membership of a particular racial or ethnic group
Homophobia	- a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT)
Sexism	- prejudice, stereotyping, or discrimination, typically against women, on the basis of their sex.
Discrimination	- unjust or prejudicial treatment of different categories of people especially on the grounds of race, age or sex
differences	- a point or way in which people or things are different
Harassment	- aggressive pressure or intimidation

REFLECTIVE QUESTIONS

Do I know how to show respect to others?

Am I aware of different groups of people and that they should all be treated equally?



### Lesson 1

L.O. I can recognise that everyone should be treated equally

L.O. I understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

### Lesson 2

L.O. I understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia

R21. about discrimination: what it means and how to challenge it

### Lesson 3

L.O. I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

**N.B. Plans are in Spring planning but this module is to be taught as an enterprise activity with Y2 this term**  
**Money and Work Making decisions about money; using and keeping money safe**

TARGET TRACKER LINKS – Personal and social

Begin to reflect on mistakes and see them as an opportunity to learn from

Identify something he/she is confident in

Make links between a balanced lifestyle and being happy

Explain how confidence can affect performance