

SPRING TERM OVERVIEW CYCLE B YEAR 5/6 – PSHE

Spring Term Book(s) – Goodnight Mister Tom	
Topic – Safety & Conflict Resolution.	
Guide Time = 5 lessons- 3/2 per half term (+ assessment / consolidation - 6 weeks)	
Assessment:	Teacher assessment: In-depth discussion with children. Re-capping and reflecting on VIPs from previous lesson at the start of a new session. Scrutiny of work produced in curriculum books. Key assessment questions to check knowledge gained. Year 5 Assessment for learning- I can recall routines which promote staying healthy I can identify ways of keeping myself safe on the roads and in the environment I can explain what is meant by unacceptable/ unhealthy behaviour I can suggest resolutions to conflicts I can show respect for others opinions and points of view Year 6 Assessment for learning- I can demonstrate routines to promote staying healthy I can explain ways of keeping myself and others safe on the roads and in the environment I can discuss and give examples of unacceptable/unhealthy behaviour I can suggest resolutions to conflicts and explain my decisions to others I can show respect for others opinions and points of view
Links to prior learning (sequencing) and canon book	Prior learning: Children will need to: <ul style="list-style-type: none"> • It will be helpful if the children are already aware of some of the changes that the human body goes through during puberty. • It will be helpful, but not essential, if children are familiar with the terms 'body image' and 'stereotype'.
Very Important Points (VIPs): <ul style="list-style-type: none"> • Bacteria & viruses can be easily spread but also easily prevented/minimized from spreading. • Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. • Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential. • Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. • To know how and when to seek support, including which adults to speak to in and outside school, if you are worried about your health. • Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential. • A positive healthy friendship is underpinned by mutual respect, trust, truthfulness, loyalty, kindness, sharing interests and experiences. • The same principles apply to online friendships as to face-to-face relationships. 	

	<ul style="list-style-type: none"> • It will be helpful if children have a basic understanding of the main ways in which we can take care of our physical and our mental health, such as eating a healthy diet, getting enough physical activity and rest, having a positive attitude and knowing which substances can be harmful. • It will be helpful if children have an understanding of the range of different feelings people experience. • It will be helpful if children have an understanding of disagreements and resolutions. <p>Canon book (Goodnight Mister Tom): Links to people's responsibilities as a citizen to play an active role in community and other people's lives. Links to emotions/feelings between characters building healthy relationships- supporting each other, working together to persevere in a difficult situation.</p> <p>Strong links to key values such as: courage, compassion, responsibility, serice, trust, perseverance, friendship, justice, creativity, humility, hope & peace.</p>	<ul style="list-style-type: none"> • Understand that personal behaviour can affect other people. • Recognise and model respectful behavior online and offline. • Friendships have ups and downs. • Develop strategies to resolve disputes and reconcile differences positively and safely. • Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to your own. <p>Fat Questions:</p> <ul style="list-style-type: none"> • What are healthy habits? • How can we take care of our bodies? • How can we think and feel positively about ourselves? • What choices do we have about keeping our bodies and minds healthy? • What are the consequences of behaving unkindly to the people around us? • Do people who care about each other always have to agree? • How can we resolve disagreements without falling out?
<p>Links to other learning (cross fertilisation)</p>	<ul style="list-style-type: none"> • Science/ PE- links to staying safe and healthy. • RE- having the courage to help others. On of the most repeated commands of God in the Bible is 'don't be afraid'. • Computing- Internet safety – specifically around social media platforms. • English – reading/ writing and speaking and listening opportunities to present learning. • Art - Exhibition celebrating healthy relationships and what they bring to the world. Representing ideas e.g. conflict resolution posters • Drama – Freeze frames through to writing and creating scripts - Exploring role play of conflict resolution (consider cohort carefully for this). • Music – Exploring the 'sounds' they would associate with healthy happy relationships and sad unhealthy relationships - composing music to explore these feelings <p>Core themes: Modern Britain: How has conflict influenced our modern world?</p>	

	<p>Are we more judgemental as a society compared with fifty years ago?</p> <p><u>Culture:</u> Is there such a thing as being too active & healthy?</p> <p><u>The World Beyond Us:</u> How do you think lifestyles will change in the future?</p> <p><u>The World Around Us:</u> How do conflicts impact on our daily lives? How have the perception a positive body image changed overtime?</p> <p><u>Healthy Bodies, Healthy Minds:</u> What is a healthy lifestyle? How does a healthy lifestyle make you feel? How can we stay safe?</p> <p><u>Technology in Action:</u> How has technology impacted on body image? Can technology be used to develop and maintain healthy lifestyles? Explain your thinking.</p>	<p>Learning Environment: Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship:</p> <p>Policies: If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p> <p>Rules: Remind children of the class agreement or ground rules for discussion.</p> <p>Expect: Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p> <p>Procedures: Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p> <p>Ask: Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.</p> <p>Respond: Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p> <p>Enable: Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>
<p>Links to future learning</p>	<p>PSHCE Links later in the year - To learn about: the media's reflection of reality; impact of social media; habits; immediate and future damage of drugs; physical and emotional changes through puberty; human reproduction; appropriate physical contact; money and enterprise.</p> <p>KS3 PSHCE-</p> <ul style="list-style-type: none"> • Risks- understanding and managing risk/ e-safety • Healthy lifestyles- health risks • Personal identity- roles and responsibilities • Relationships 	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Children will develop their speaking and listening skills as well as general relationship, friendship and conflict resolution skills needed for later life.</p> <p>A focus upon healthy body image is vital for children to understand at their age in an ever-changing social media driven world.</p> <p>Chartwells to run balanced diet workshop. Visits to local food producers/farms. PCSO involvement/visit in terms of conflict resolution and staying safe.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions / considerations	Activities and Resources
SPRING 1 LESSON 1 VIP/s: Bacteria & viruses can be easily spread but also easily prevented/minimized from spreading.	To understand how to take care of my body. Fat Q: What are healthy habits? How can we take care of our bodies?	H12 - To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.	health, wellbeing, care, habits, diet, exercise, physical, mental, teeth, oral, dental, body, sun exposure, illness, bacteria, virus, germs, infection, hygiene, medicines, allergies, responsibility.	GD – children compose a written reply to at least one of the ‘Problem Posts’. SEND - mixed ability pairs to read the ‘Problem Posts’ and ‘Self-Care Bingo’ game. LSA support here if available.	Be aware of any children in the class who currently have issues with self-care and cleanliness. Ensure no names are mentioned during the lesson and that all children are aware that the messages from the lesson are for everyone.	Ask the children to work in pairs to discuss all the things we do to take care of our bodies. They could simply talk through their ideas or record them on a whiteboard or scrap paper. Use the Lesson Presentation to see if the children thought of all the ideas on the following slide. Discuss the fact that our precious bodies need care, tailored to our own individual needs, in order to protect them and keep them healthy, both inside and out and both physically and mentally. Explain to the children that we have a responsibility to look after the body we have. Work through the sections on the slide about all the different ways we can maintain a healthy body. Hand out the Healthy Kids Problem Posts - one set to each pair of children – and ask them to read through each of the posts that have been sent through to a (fictional) website called ‘Healthy Kids’. Ask the children to discuss the best advice they could give in response to each of the queries about taking care of our bodies. Recap the actions we can take to look after the needs of our changing bodies by playing a game of Bingo. Hand out a Self-Care Bingo Game card to each pair. Read out each scenario from the Lesson Presentation as it appears. If the children have an appropriate solution on their card, they cover it with a counter. When children get three in a row,

						<p>they can shout 'Bingo!' Revisit the Big Questions and revise the children's responses to gauge their learning.</p> <p>End with an optional activity to fit between the Exploring and Reflecting activities if there is time available. In this activity, children are encouraged to think about their own personal self-care and devise a checklist of things they need to be doing to take care of their body's needs. They can record their ideas on the Self-Care Checklist.</p>
<p>SPRING 1 LESSON 2</p> <p>VIPs:</p> <p>Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.</p> <p>Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential.</p>	<p>To understand what a positive body image is.</p> <p>Fat Q:</p> <p>How can we think and feel positively about ourselves?</p> <p>What messages do we get from the media about our bodies?</p>	<p>H13/14 - To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or</p>	<p>body image, beauty, self-confidence, looks, media, appearance, stereotype, advertising, pressure, perfect</p>	<p>GD - Ask the children to consider why advertising companies use people who look a certain way. How do the companies think it will help them sell their product?</p> <p>SEND – Ensure that all children are able to contribute to the group discussions and give further explanations of how techniques are used to alter images, if needed.</p>	<p>Consider the children in your class and whether any of the content in this lesson might be particularly sensitive for any individuals. This might include any children with a physical disability, a physical illness, children questioning their gender identity, those with a specific condition and those who are overweight.</p>	<p>Share the FAT/Big Questions with the class and ask children to discuss them with a partner. Next, ask the children to think of three things they like about themselves and tell their partner.</p> <p>Children will then learn about the way the media, including social media, the music industry and advertising, perpetuate certain stereotypes and promote particular ideas of 'the perfect body'. Using the Lesson Presentation, talk children through the way the media use techniques to perfect the images and talk about what stereotypical images of 'beauty' and 'perfection' looks like.</p> <p>Arrange for the children to work in small groups and hand out a set of Body Images Pack 1 to each group. Ask the children to discuss in their groups how each of these images might impact on people and how they might influence the way people think and feel about themselves. Do these images fuel stereotypes or put pressure on people to try to look 'perfect'? Next, provide each group with a set of Body Images Pack 2 and ask them to consider these images compared with the first set. Do they seem more realistic and less stereotypical? Can they use positive adjectives to describe the people in these images that are not necessarily linked to their physical appearance? Provide suggestions, if necessary, such as strong, brave, happy, confident, powerful, friendly, etc. Go through the slides to explore how taking care of our bodies can help us to feel good.</p>

		that they think is wrong.				<p>Using the information in the Lesson Presentation, discuss the role of gender as part of our identity. Explain to the children that for some people, their gender does not align with the biological sex they were assigned at birth. Lead into a discussion about what it is that really makes us who we are, regardless of our gender or our physical appearance. Look through all the adjectives on the slide and ask children to consider which, if any, they feel apply to them. Ask children to write one positive word or phrase about themselves on a sticky note.</p> <p>Recap with the children what is important and unimportant when it comes to the way we think and feel about ourselves. Share the statements in the Lesson Presentation and ask the class to discuss which things they believe are important. Drag and drop the statements to the correct side of the slide and allow time for discussion, if required. Come back to the Big Questions and see if children are able to discuss in more depth the way the images in the media affect our body image.</p>
<p>SPRING 1 LESSON 3</p> <p>VIP/s:</p> <p>Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.</p> <p>To know how and when to seek support, including which adults to speak to in and</p>	<p>To make informed choices in order to look after my physical and mental health.</p> <p>Fat Q:</p> <p>What choices do we have about keeping our bodies and minds healthy?</p>	<p>To develop strategies for keeping physically and emotionally safe.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something</p>	<p>health, wellbeing, physical, mental, drugs, positive, decision, choice, influence, balanced lifestyle, emotional, body image, pressure, media, rest, consent, diet, exercise, cleanliness</p>	<p>GD - Children could create a list of healthy and unhealthy choices, having played the game using the Balanced Lifestyle Cards.</p> <p>SEND - Try to put children in mixed ability pairs and support any children who</p>	<p>Eating less means being healthy.</p> <p>Eating only fruit and vegetables will keep you healthy.</p> <p>Being 'slim' means that you are healthy.</p>	<p>Introduce session and ask the children to discuss FAT Questions in their groups. Discuss as a class the fact that every day, we are faced with choices that have consequences linked to our health. Hand out a set of Choice Discussion Cards to each group and ask the children to work through these together, valuing the contributions of everyone.</p> <p>Work through the Lesson Presentation to look at how we can choose to treat our bodies well. Discuss the healthy and the not-so-healthy things we put into our bodies.</p> <p>Discuss what is meant by the phrase 'balanced lifestyle'. Look briefly at the core themes of diet, drugs, keeping clean, mental health, exercise and rest. Discuss the importance of physical activity and identify risks associated with an inactive lifestyle.</p>

<p>outside school, if you are worried about your health.</p> <p>Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential.</p>	<p>What influences our choices about our bodies and our physical and mental health?</p> <p>How can we decide if these are positive or negative influences?</p>	<p>dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>		<p>need additional help by reading the Balanced Lifestyle Cards.</p> <p>Children who are confident using a computer could type their diary entries for the Consolidating activity.</p>		<p>Hand out a set of Balanced Lifestyle Cards to each pair of children and ask them to play the game.</p> <p>Ask the children to summarise how we can live a balanced lifestyle. Identify key points from their contributions about how to live a balanced lifestyle then explain that sometimes people might feel worried about their health. Discuss as a class who we can speak to in school if we are worried about our health.</p> <p>Explain to the children that another area of choice we have concerning taking care of our bodies is how much we allow external pressures to influence us. Use the Lesson Presentation to talk through core themes, such as body image, influences from the media, advertising and social media, peer pressure and consent.</p> <p>Ask the children to work in pairs and to take turns to be a positive influence on each other. Each child will try to persuade their partner to make a healthy choice. It could be to eat more greens, to take up a new sport or to implement a good bedtime routine etc. Revisit the FAT Questions and assess the children's learning.</p>
<p>SPRING (2) LESSON 4</p> <p>VIP/s:</p> <p>A positive healthy friendship is underpinned by mutual respect, trust, truthfulness, loyalty, kindness, sharing interests and experiences.</p> <p>The same principles apply to online friendships</p>	<p>To identify different ways to calm down when I am feeling angry or upset.</p> <p>Fat Q:</p> <p>What are the consequences of behaving unkindly to the people around us?</p>	<p>That personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness,</p>	<p>emotions, anger, upset, frustrated, calming, calm, unkind, kind, actions, consequences</p>	<p>GD - Children can create a variety of role plays to demonstrate how to use different calming techniques appropriately.</p> <p>SEND - Children can use the Calming Prompts Activity Sheet</p>	<p>Being unkind to someone that you don't know or maybe don't like is acceptable.</p>	<p>Look together at the FAT/Big Questions and discuss strategies we already use when we are feeling angry or upset with others. Discuss whether these strategies are all productive. Look together at all the different emotions we feel and how important it is to feel each of these emotions.</p> <p>In groups, children look at the Unkind Scenario Cards where people are being unkind to each other. Ask the children to discuss in their groups what they think the outcome of each scenario might be, using the Scenario Outcomes Activity Sheet to plan out their ideas, then write an agreed possible outcome to the scenario in the blank box. Each group can then share their conclusion to the scenario with the class. Discuss any differences in outcomes that groups have come up with.</p>

<p>as to face-to-face relationships.</p> <p>Understand that personal behaviour can affect other people.</p> <p>Recognise and model respectful behaviour online and offline.</p>	<p>How can we calm down when we are feeling angry or upset with other people?</p>	<p>generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p>		<p>to remind them of the different calming down techniques when creating their own poster of a calming technique.</p>		<p>Look together at the variety of calming techniques available. While doing this, include any other techniques that children in the class have developed themselves. Children can then choose one technique to show on their Calming Techniques Poster Activity. These posters can then be displayed around the classroom for the children to reflect on when necessary. Once completed, children can work in pairs to discuss and act out a scenario where they could apply the technique they have made a poster for.</p> <p>Using the Lesson Presentation, explore the popular techniques people use to calm down and gain control of their emotions. Read through the checklist of ten things that time can allow you to consider when feeling angry. As a class, readdress the Big Questions and discuss the title of the lesson and how using calming techniques can enable this to happen.</p>
<p>SPRING (2) LESSON 5</p> <p>VIP/s:</p> <p>Friendships have ups and downs.</p> <p>Develop strategies to resolve disputes and reconcile differences positively and safely.</p> <p>Listen and respond respectfully to a wide range of people, including those whose</p>	<p>To understand that people have different opinions that should be respected.</p> <p>Fat Q:</p> <p>Do people who care about each other always have to agree?</p> <p>How can we resolve disagreements without falling out?</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To resolve differences by looking at alternatives, seeing and respecting</p>	<p>disagree, argue, conflict, resolution, fall out, friends, agree, honesty, respect, polite</p>	<p>GD - Children can discuss in pairs or groups, things that cause disagreements at home, with parents, carers or siblings and how the examples looked at in the lesson can be applied with family members, as well as with friends.</p> <p>SEND - Children can use the</p>	<p>That the opinions of people that are older than them are correct and have to be accepted.</p>	<p>Look together at the FAT/Big Questions and ask children for their initial thoughts in response to these. Move on to look at how disagreeing can be the biggest challenge in friendships, therefore we need to have constructive ways to deal with disagreements without feeling like we simply have to constantly agree to avoid a falling out.</p> <p>Look together at the difference between expressing an opinion and being passive aggressive or using the opinion to be rude or disrespectful to someone by using the Opinions Scenario Cards. Look together at the difference that could have been made in each scenario by being respectful to their opinion and expressing another opinion politely by looking at alternatives on the Lesson Presentation. Discuss how being polite and respectful means simply expressing an opinion rather than attempting to convince or alter someone else's opinion.</p> <p>Look together at the Lesson Presentation to see the various reasons for disagreements happening. Children then work in groups to discuss whether each of the reasons for the disagreement would mean that a friendship would</p>

<p>traditions, beliefs and lifestyles are different to your own.</p>		<p>others' points of view, making decisions and explaining choices.</p>		<p>Resolution Techniques Activity Sheet to support them when choosing which technique to use for each disagreement.</p>		<p>need to end. Together, discuss the different ways in which the disagreements could be avoided as well as ways to handle them when they have happened. Using the Opinions Scenario Cards, children work in groups to decide how they would avoid or handle each disagreement, recording their ideas on the Disagreements Activity Sheet.</p> <p>Using the Lesson Presentation, ask children to individually jot down their responses to the questions on the slide. Remind them to think about everything that has been discussed in the lesson. If time allows, ask children to share their responses and the reasons behind their answers.</p>
<p>Context (big picture learning)</p> <p>PSHE is a vital subject that enables all children to gain essential knowledge and explore real life concepts; in order to understand the world around us and develop key life skills. This unit not only builds, secures and embeds prior learning that has taken place throughout their primary life but allows them to explore in more depth these key personal, social, emotional and health concepts. During this unit of PSHE lessons, learning will focus upon key health and safety knowledge needed in school and their wider community; as well as understanding healthy relationships including anti-bullying.</p>						

LINKS TO RESOURCES: > [Trust Shared](#) > [Primaries](#) > [Departments](#) > [KS2](#) > [Year 5/6 Planning](#) > [Cycle B](#) > [Spring – Goodnight Mister Tom](#) > [PSHE](#)

VIPs

- Bacteria & viruses can be easily spread but also easily prevented/minimized from spreading.
- Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.
- Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential.
- Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.
- To know how and when to seek support, including which adults to speak to in and outside school, if you are worried about your health.
- Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential.
- A positive healthy friendship is underpinned by mutual respect, trust, truthfulness, loyalty, kindness, sharing interests and experiences.
- The same principles apply to online friendships as to face-to-face relationships.
- Understand that personal behaviour can affect other people.
- Recognise and model respectful behaviour online and offline.
- Friendships have ups and downs.
- Develop strategies to resolve disputes and reconcile differences positively and safely.
- Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to your own.



Curriculum Intent

To understand how to stay safe in different situations and maintain a healthy lifestyle & positive relationship with others; in order to develop essential life skills.

Fat Questions

- What are healthy habits?
- How can we take care of our bodies?
- How can we think and feel positively about ourselves?
- What messages do we get from the media about our bodies?
- What choices do we have about keeping our bodies and minds healthy?
- What influences our choices about our bodies and our physical and mental health?
- How can we decide if these are positive or negative influences?
- What are the consequences of behaving unkindly to people around us?
- How can we calm down when we are feeling angry or upset with other people?
- Do people who care about each other always have to agree?
- How can we resolve disagreements without falling out?

Key Vocabulary

Healthy: is a positive description of a persons physical and/or mental state.

Illness: a disease or period of sickness affecting the body or mind.

Bacteria: are small organisms, or living things, that can be found in all natural environments. They are made of a single cell. Most bacteria can be seen only with a microscope.

Hygiene: a collection of habits that people perform to keep themselves clean and their bodies healthy.

Body image: is the way you feel about your body. Children who have a healthy/positive body image feel good about their bodies.

Stereotype: a fixed idea that many people have about a thing or a group that may often be untrue or only partly true.

Disagree: a failure to agree, or to have a different opinion to somebody else.

Conflict: to be in strong opposition or disagreement; differ.

Resolution: the act of solving or indeed the solution to a problem.

Respect: is admiring or looking up to someone because that person has done something extraordinary or possesses impressive abilities. Respect is also an act of giving attention or showing care.

