

## TERM 2 OVERVIEW CYCLE B YEAR 5/6 – PSHE

### Term 2 Book(s) – Who let the Gods out?

Topic(s) – Health and safety/ Anti-bullying/ Healthy relationships.		Guide Time = 6 lessons- 3 per half term (+ assessment / consolidation -7 weeks)
<b>Assessment:</b>	<p><b>Teacher assessment:</b>            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.</p> <p><b>Assessment for learning:</b></p> <p><b>Year 5</b>            I can identify differences between a hazard, danger and risk            I can discuss ways of managing and minimising risks            I can explain what makes a healthy relationship            I can identify when a relationship is unhealthy            I can recall ways of protecting myself from unhealthy relationships</p> <p><b>Year 6</b>            I can identify a range of hazards, dangers and risks            I can think and explain my own ideas for managing risks in different scenarios            I can explain what is meant by a healthy relationship giving examples            I can show my understanding of different types of relationship and what it means to become unhealthy            I can suggest ways to protect myself from unhealthy relationships</p>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• A risk is the likelihood of a hazard happening.</li> <li>• Risks can be minimised but are always there.</li> <li>• There are ways to manage risks around them in everyday life.</li> <li>• Schools have procedures in place to manage risks.</li> <li>• An emergency is a time where someone is in danger, hurt or when urgent action is needed.</li> <li>• Healthy relationships are formed when all those involved show they value each other and skills are required to ensure healthy relationships are maintained.</li> <li>• It is important to tell someone trusted if feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship.</li> <li>• Forced marriage is a crime and should not take place.</li> <li>• Bullying is not a one off, it is on-going.</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	<p><b>Prior learning:</b>            Children will need to:</p> <ul style="list-style-type: none"> <li>• Be clear on school rules and basic safety</li> <li>• Understand the meaning of bullying.</li> <li>• Explored different values and customs.</li> </ul>	<ul style="list-style-type: none"> <li>• There are different types of bullying including cyber bullying.</li> <li>• Consequences of bullying are serious.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be aware of the different types of relationships they have e.g. friends, family, professional- school/ teacher etc</li> </ul> <p><b>Canon book (Who Let The Gods Out):</b>        Links between characters building healthy relationships- supporting each other, working together and putting their faults behind them to achieve a common goal.</p> <p>Anti-bullying/ prejudice links- characters (Virgo and Elliot) don't like each other until getting to know each other properly. Appropriate and inappropriate behaviours towards others- lying/ fighting.</p>	<ul style="list-style-type: none"> <li>• Everyone is responsible for bullying.</li> </ul> <p><b>Fat Questions:</b></p> <ul style="list-style-type: none"> <li>• All dangerous situations are managed in the same way. Do you agree or disagree? Explain your answer giving examples.</li> <li>• There is a fire in school. What is your role in managing the situation? Would this be the same if you were at home?</li> </ul>
<p><b>Links to other learning (cross fertilisation)</b></p>	<ul style="list-style-type: none"> <li>• Science/ PE- links to staying safe and healthy.</li> <li>• RE- appreciating the range of religious and ethnic identities in the UK as part of healthy relationships.</li> <li>• Computing- Internet safety.</li> <li>• English – reading/ writing and speaking and listening opportunities to present learning.</li> <li>• Art - Exhibition celebrating healthy relationships and what they bring to the world. Representing ideas e.g. anti-bullying posters</li> <li>• Drama – Freeze frames through to writing and creating scripts - Exploring the signs of a potential unhealthy relationship (consider cohort carefully for this).</li> <li>• Music – Exploring the 'sounds' they would associate with healthy happy relationships and sad unhealthy relationships - composing music to explore these feelings</li> </ul> <p><b>Core themes:</b></p> <p><u>Modern Britain:</u>        How has health and safety influenced our modern world?        Have views on marriage changed in our modern world? Explain your thinking.</p> <p><u>Culture:</u>        Has the health and safety culture gone too far in your opinion or is it necessary?        Do all cultures around the world agree and follow the same rules when it comes to relationships and marriage?</p> <p><u>The World Beyond Us:</u></p>	<ul style="list-style-type: none"> <li>• What is meant by a healthy relationship? Give examples.</li> <li>• What is an unhealthy relationship? Is it always easy to know if you're in an unhealthy relationship/ to notice if someone else is in an unhealthy relationship?</li> <li>• What does it mean to be married?</li> <li>• What is an arranged marriage?</li> <li>• How would you feel if you were in a situation where you were forced to marry someone you didn't know?</li> <li>• What would you do if you had to work on a project with someone you dislike? How would you overcome this obstacle?</li> </ul>

	<p><b>How do you think relationships will change in the future?</b></p> <p><u>The World Around Us:</u>  <u>How do health and safety measures impact on our daily lives?</u>  <u>How have the perception of relationships changed overtime?</u></p> <p><u>Healthy Bodies, Healthy Minds:</u>      What is a healthy relationship? How does a healthy relationship make you feel?      How can we stay safe?</p> <p><u>Technology in Action:</u>      How has technology impacted on bullying?      Can technology be used to develop and maintain healthy relationships? Explain your thinking.</p>	
<b>Links to future learning</b>	<p>PSHCE Links later in the year- safety/ relationships/ mental health (See LTP term 3/ 5)</p> <p>KS3 PSHCE-</p> <ul style="list-style-type: none"> <li>• Risks- understanding and managing risk/ e-safety</li> <li>• Healthy lifestyles- health risks/ sexual health</li> <li>• Personal identity- roles and responsibilities</li> <li>• Identity and diversity</li> <li>• Relationships</li> </ul>	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>Children will develop their speaking and listening skills as well as general health and safety skills needed for later life.</p> <p>Opportunity for visitors: October Fire safety week- Local Fire Man/ First aid – training / life skills/ Road safety- training / life skills</p> <p>Anti-bullying week- national links/ competitions.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
AUTUMN 2 LESSON 1  <b>VIP/s:</b> It is important to tell someone trusted if feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship.	To understand what a loving, stable relationship is.  <b>Fat Q:</b>  What does it mean to be married?  What is a healthy relationship?	To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.  To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	<ul style="list-style-type: none"> <li>• Marriage</li> <li>• Consent</li> <li>• Mutual</li> <li>• Legally binding</li> <li>• Freedom</li> <li>• Choice</li> <li>• Love</li> <li>• Trust</li> </ul>	GD – in depth explanations using vocab.  SEND- adult support. Key vocab mats?	Some children won't live with their parents/ see their parents, so this lesson needs to be addressed with sensitivity.	Start the lesson by playing wedding music. Ask the children what this music makes them think of. Then ask them if they've been to a wedding, if so share their experiences with the class.  Explain that lots of children won't have been to a wedding and that is totally normal.  Ask the children to discuss what marriage means, in shoulder partners. Then share some ideas and read the dictionary definition and then create a class definition.  Show the children two different weddings, show them one with a man and woman and show them a civil partnership. Explain to children that it is not nice to make fun of same sex partnerships and they are just as important as opposite sex marriages. They both love each other and both want to get married.  Explain to the children they are going to be creating their own wedding. Ask two volunteers to get 'married' and also explain you will need bridesmaids, best man, witnesses, ushers, vicar, photographer and guests. (Fancy dress if possible)  Go through the ceremony like a real wedding and at the end ask the children how they felt.  Chn are to write at least a paragraph of what happened and also how it made them feel.

						<p>To end the lesson pose the question, how would the wedding be different if the people getting married were being forced into it? And explain that this is known as an arranged marriage and that we are going to be learning about it next lesson</p> <p><u>Deepen the moment:</u>          Year 5: Create some vows that reflect what a marriage should be about.          Year 6: as above but expect more detail.  <u>Useful links:</u>  <a href="https://www.bbc.co.uk/religion/religions/christianity/ritesrituals/weddings_1.shtml">https://www.bbc.co.uk/religion/religions/christianity/ritesrituals/weddings_1.shtml</a></p>
<p>AUTUMN 2 LESSON 2</p> <p><b>VIPs:</b></p> <p>Forced marriage is a crime and should not take place.</p>	<p>To understand that marriage is a commitment freely entered into by both people.</p> <p><b>Fat Q:</b></p> <p>What is an arranged marriage?</p> <p>How would you feel if you were in a situation where you were forced to marry someone you didn't know?</p>	<p>To understand that marriage is a commitment freely entered into by both people</p> <p>To understand that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get</p>	<ul style="list-style-type: none"> <li>• Arranged</li> <li>• Forced</li> <li>• Choice</li> <li>• Love</li> <li>• Crime</li> </ul>	<p>GD Chn to write a paragraph about one of the case studies and how they'd help.</p> <p>SEND – coaching pairs. key information/ vips given to children to support when creating power pint.</p>	<p>Some children might get confused and think they have to do what their parents say. Make it clear that an arranged marriage isn't just listening to your parents and they should never feel forced into marrying someone.</p>	<p>Discuss previous lesson on marriage. Reinforce the class definition of what a loving marriage is.</p> <p>Ask the children if they know what an arranged marriage is, then go through the arranged marriage PowerPoint.</p> <p>Discuss questions in pairs and share responses.</p> <ol style="list-style-type: none"> <li>1. How would you feel if you were not allowed to do things you enjoyed doing?</li> <li>2. What would it be like to start a new life somewhere else all by yourself with a new family?</li> <li>3. How would you manage to communicate if you didn't know the language or the area?</li> <li>4. How would you feel if you decided not to go, and your family disowned you? Where would you go?</li> </ol> <p>Put the quotes on the IWB and put the children in mixed ability groups and ask them to make notes on A3 paper discussing the quotes and also the difference between a love marriage and arranged marriage.</p>

		<p>support for them self or others.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p>				<p>Start a list of what the students think happens to girls who are forced into marriage in the UK and elsewhere and what they can do. The aim of this exercise is not to compare situations and contexts, but to highlight that having laws and services in place can help protect girls from forced marriages and to draw the children's attention to what happens to girls if these things are not in place.</p> <p>Look at case studies and children are to discuss how they would feel if it was them and what they would do to help.</p> <p>Create a PowerPoint on arranged marriages in pairs. Deepen the moment:        Year 5- summarise what you have learnt about arrange marriage in a short paragraph.        Year 6- What do you think the misconceptions are around arranged marriage? Write a short paragraph to explain your thinking.</p> <p><u>Useful links:</u>  <a href="https://www.bbc.co.uk/bitesize/guides/zd8qn39/revision/2">https://www.bbc.co.uk/bitesize/guides/zd8qn39/revision/2</a></p>
<p>AUTUMN 2 LESSON 3</p> <p>Anti- Bullying week 11-15 November</p> <p><b>VIP:</b></p> <p>Bullying is not a one off, it is on-going.</p> <p>There are different types of</p>	<p>To recognise different types of bullying and consequences; and understand how to respond.</p> <p><b>Fat Q:</b> What would you do if you had to work on a project with someone you</p>	<p>I can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>I know the nature and consequences of discrimination, teasing, bullying and aggressive</p>	<p>Bullying Prejudice Discrimination Abuse Social media Cyber bullying Trolling Consequences Conflict</p>	<p>GD: Expect in depth explanations and use of key vocabulary.</p> <p>SEND: Sat in mixed ability pairs so they have support/ coaching from peers. Template for leaflet given</p>	<p>Understanding the meaning of bullying and what things constitute as bullying.</p>	<p>Discuss what bullying is.</p> <p>Post it notes- examples of bullying- sort into different types.</p> <p>Explore the consequences of bullying and create a joint list on working wall.</p> <p>What you should do- Decide which of the statements are sensible options on what to do if you witness bullying.</p> <p>Create a leaflet on bullying to be given to schools during anti-bullying week.</p>

bullying including cyber bullying.  Consequences of bullying are serious.  Everyone is responsible for bullying.	dislike? How would you overcome this obstacle?	behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).		with key information needed.		Resources: IWB slides/ Plain paper/ Statement cards/ Leaflet template/ WAGOLL leaflet  Useful links: Twinkl- anti bullying <a href="https://www.weareteachers.com/14-must-read-anti-bullying-books-for-kids/">https://www.weareteachers.com/14-must-read-anti-bullying-books-for-kids/</a> links to books <a href="https://childhood101.com/bullying-videos-kids/">https://childhood101.com/bullying-videos-kids/</a> video links <a href="https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/">https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/</a> <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week">https://www.anti-bullyingalliance.org.uk/anti-bullying-week</a>  <u>Deepen the moment:</u> Year 5- watch the video on bullying and bullet point 3 key points. Year 6-Watch the video on bullying and summarise the key information. (See video links above as an example).
Context (big picture learning)  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.						

LINKS TO RESOURCES : > Trust Shared > Primaries > Departments > KS2 > Year 5/6 Planning > Cycle B > Autumn – Who Let the Gods Out? > PSHE > Autumn 2

Week 1: L1    Week 2: X    Week 3: L2    Week 4:X    Week 5: L3    Week 6: X    Week 7: Assessment questions linked to the unit/  
 chance to revise, consolidate or deepen learning where necessary.

**Intent:** To have an understanding of how to stay safe in different situations and maintain healthy relationships; in order to develop essential life skills.

## VIPs

- A risk is the likelihood of a hazard happening.
- Risks can be minimised but are always there.
- There are ways to manage risks around them in everyday life.
- Schools have procedures in place to manage risks.
- An emergency is a time where someone is in danger, hurt or when urgent action is needed.
- Healthy relationships are formed when all those involved show they value each other and skills are required to ensure healthy relationships are maintained.
- It is important to tell someone trusted if feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship.



- Forced marriage is a crime and should not take place.



- Bullying is not a one off, it is on-going.
- There are different types of bullying including cyber bullying.
- Consequences of bullying are serious.
- Everyone is responsible for bullying.



HEALTH & SAFETY MATTERS



Let's Talk  
Healthy  
Relationships



A healthy relationship is where:

- You can be yourself
- What you say matters
- Your feelings matter
- You are listened to
- You are not forced or bullied into anything
- Boundaries are set

## Fat Questions

- All dangerous situations are managed in the same way. Do you agree or disagree? Explain your answer giving examples.
- There is a fire in school. What is your role in managing the situation? Would this be the same if you were at home?
- What is meant by a healthy relationship? Give examples.
- What is an unhealthy relationship? Is it always easy to know if you're in an unhealthy relationship/ to notice if someone else is in an unhealthy relationship?
- What does it mean to be married?
- What is an arranged marriage?
- How would you feel if you were in a situation where you were forced to marry someone you didn't know?
- What would you do if you had to work on a project with someone you dislike? How would you overcome this obstacle?

## Key Vocabulary

HAZARD

vs

RISK

A HAZARD is something that has the potential to harm you



RISK is the likelihood of a hazard causing harm



**Danger:** a situation where you are exposed to something high risk.

**Abuse:** To use someone for the wrong purpose, in a way that is harmful or morally wrong.

**Bullying:** Repeated behaviour that is intended to hurt someone, such as name calling, making threats, teasing and physical assault.

**Healthy relationship:** When two people form a relationship based on trust, mutual respect, honesty and support.

**Stereotype:** A set idea that people have about what someone or something is like, especially an idea that is wrong. Some people try to persuade others that someone else isn't nice/kind etc.

