

Year 5 Autumn 1 PSHE Information Leaflet

Respecting Ourselves and Others; Families and Friendships

In Year 5 during Autumn 1, we will be learning about how to respecting ourselves and others. We will learn how to respond respectfully to a wide range of people; including recognising prejudice and discrimination. We will also learn about managing friendships and peer influence, including online.

Pupils will be able explain how rules protect them and others.

- To give reasons why different rules are needed in different situations
- To describe how their behaviour can affect others.
- To talk about what it means to behave responsibly.

Pupils will learn about the difference between discrimination and inclusion.

- To explain what is meant by inclusion, and discrimination
- To demonstrate an understanding of what inclusion and discrimination looks like
- To identify ways to challenge discrimination.

Pupils will learn about how opinions, beliefs and values are formed, and how values shape the way that people live.

- To identify who or what influences their opinions and beliefs
- To describe how our opinions and beliefs effect how we think and act
- To explain why values are important to them.

Pupils will learn to define peer pressure and give examples of how it can happen online

- To consider how a good friend should behave and assess if they are a good friend online
- To give advice to others about how to resist peer pressure online and offline

Pupils will learn about friends, friendship and how to manage friendship problems.

- To identify different types of friendship and what makes a good friend
- To recognise why friendship is important
- To describe strategies for solving arguments between friends
- To explain how to maintain good friendships, even when problems arise

Pupils will learn about why and how friendships change and develop

- To recognise the benefits of, and challenges to, making new friends
- To know positive ways to manage our changing and developing friendships
- To explain ways in which friendship is important in people's lives
- To describe reasons why friendships might develop and change over time
- To explain some of the benefits of making new friends, and having different types of friends
- To describe some of the challenges of making new friendships while maintaining old ones

Key vocabulary: Rules, manners, polite, rewards, consequences, respect, share, take turns, behaviour, choice, consequences, rules, safe, respect, trust, honesty, feelings, discrimination, prejudice, stereotype, inclusion, gender, disability, racism, gender, inclusion, view, opinion, belief, values, influence, peer pressure, peer influence
peer pressure, cyberbullying, bystander, to conform, influence, friends, problems, resolutions, conflict, disputes, challenges, honesty, consequences, listening, trustworthy, respect, friendship, relationship, transition, change, problems, conflict

Further information for parents:

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/>

<https://www.twinkl.co.uk/blog/helping-your-child-to-develop-positive-friendships>

<https://parentinfo.org/article/online-friendships-a-parents-guide>

<https://parentinfo.org/article/how-stereotypes-stop-you-being-you>

Statutory Guidance Links:

Topic: Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Topic: Online Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Topic: Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Topic: Being safe

- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- what sorts of boundaries are appropriate in friendships with peers and others

Year 2 Autumn 1 PSHE Information Leaflet

Respecting Ourselves and Others; Families and Friendships

Below are some examples of resources that will be used within the lessons:

Instructions

1. Draw a person who is behaving responsibly (and well) in your school. (You do not have to name him or her.)
2. Around the outside, write all the things that the person is doing, saying or thinking that show they are behaving well

<p>When we go in to school assembly, our class...</p> <p>_____</p> <p>_____</p>	<p>Our rules for wearing the correct school uniform are...</p> <p>_____</p> <p>_____</p>
<p>The balls we are allowed to play with in the playground are...</p> <p>_____</p> <p>_____</p>	<p>The rules around eating lunch in school are...</p> <p>_____</p> <p>_____</p>
<p>The rules about games on the playground are...</p> <p>_____</p> <p>_____</p>	<p>The rules about the types of footwear allowed for playing football in on the playground are...</p> <p>_____</p> <p>_____</p>
<p>The rules on the use of internet in school are...</p> <p>_____</p> <p>_____</p>	<p>The rules about the use of mobile phones in school are...</p> <p>_____</p> <p>_____</p>

Dear _____

We want everyone to feel included in this school, whatever their race, religion, gender or sexual orientation.

You make me feel included in this class by _____

I promise to make you and others feel included in this school by _____

Instructions

Thinking about yourself...

1. In the centre, draw or write the people/things that most influence what you think.
2. In the next ring, draw or write people/things that have some influence, but not as much as those in the centre.
3. In the outer ring, draw or write the people/things that have some but not much influence.

