



PSHE/RSE CLASS 5 – Summer 1 – Me and My Relationships - Cycle B
Attraction to others, romantic relationships, marriage and positive strong relationships



<p>Substantive Knowledge – Key Foci – Attraction to others, romantic relationships, marriage and positive strong relationships</p> <ul style="list-style-type: none"> I know and understand the meaning of consent in relation to my body in an age appropriate way I can give examples of negotiation and compromise. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can understand bystander behaviour by giving examples of what bystanders do when someone is being bullied. Know the ages that people can marry, depending on whether or not their parents agree 	<p>Markers for Assessment – Substantive Knowledge</p> <ul style="list-style-type: none"> I know and understand the meaning of consent in relation to my body in an age appropriate way I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. 	<p>Below</p>	<p>Above</p>										
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> I can work through challenges I have with my friends with respect, assertiveness and understanding. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can use compromise and negotiation skills in practical situations. 	<p>Markers for Assessment – Disciplinary Knowledge</p> <ul style="list-style-type: none"> I can work through challenges I have with my friends with respect, assertiveness and understanding. 												
<p>Prior Substantive Knowledge</p> <ul style="list-style-type: none"> I am aware of the warning signs that a relationship could be unhealthy or unsafe. I know my emotional needs and know of any risks to them. I know how to respond to emotions according to the situation and person. 	<p>Vocabulary</p> <p>Protected characteristics, consent, illegal, attraction, romance, influence, understanding different relationship types – names of</p>												
<p>Prior Disciplinary Knowledge</p> <ul style="list-style-type: none"> I can be assertive to keep myself happy, healthy and safe. I can use strategies to resolve arguments or disagreements. I can reflect on my behaviour, attitudes and qualities 	<p>SCARF Units to be Covered</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Working Together</td> <td style="width: 50%;">Dan's Day</td> </tr> <tr> <td>Let's Negotiate</td> <td>Don't force me</td> </tr> <tr> <td>Solve the friendship problem</td> <td>It's a puzzle</td> </tr> <tr> <td>Assertiveness skills</td> <td>Acting appropriately</td> </tr> <tr> <td>Behave Yourself</td> <td></td> </tr> </table>			Working Together	Dan's Day	Let's Negotiate	Don't force me	Solve the friendship problem	It's a puzzle	Assertiveness skills	Acting appropriately	Behave Yourself	
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<p>Questions (potential 'hook' questions for lessons)</p> <ul style="list-style-type: none"> What is meant by negotiation and compromise? How do people show commitment to each other? How can we respond positively to each other? What do we mean by 'collaborative'? 	<p>Cross-Curricular/Enrichment</p> <ul style="list-style-type: none"> RE – Trust and Respect Diversity and Tolerance Puberty work Preparation for high school 												