

Caroline Haslett Primary School

| PSHE | Year 5 | Be friendly, be wise |
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| Knowledge - what I already know | Vocabulary | |
| <ul style="list-style-type: none"> • I know who my friends are • I know some qualities that make a good friend • I know some ways to resolve a problem | <ul style="list-style-type: none"> • Friendship - a relationship between friends • Acquaintance - a person you know but you're not close friends with • Conflict - a disagreement • Inflame - to provoke or intensify strong feelings in someone • Reduce - to make smaller or decrease • Responsibility - having a duty or control over • Anger - strong feeling of annoyance, displeasure or hostility • Triggers - the cause for someone to do something • Overwhelm - to be too strong for or overpower • Consequences - a result of an action • Assertive - having a confident and forceful personality • Bullying - repetitive emotional or physical unkindness to another • Witness - a person who sees something happen or take place • Peer pressure - to influence or persuade someone to do something • Emergency - a serious situation that requires immediate action • Unconscious - not awake but responding to the environment • Choking - something blocking the airway and restricting breathing • Recovery - a return to a normal state of health • Cyber bullying - repetitive unkindest using social media or messaging • Vulnerable - exposed to the possibility of being harmed • Abuse - to treat with cruelty or violence | |
| Knowledge - what I will know by the end of this unit | | |
| <ul style="list-style-type: none"> • To understand that there are different types of friendships • To develop conflict and resolutions strategies • To manage anger successfully • To develop strategies and prevent bullying • To understand the principles of first aid • To understand about E-safety | | |
| Activities | | |
| <ul style="list-style-type: none"> • Consider the level of friendship you have with all the people you know. Do you like them all the same? • Make a list of how a conflict could be made better or worse. Hotting up/ cooling down • What are the short and long term consequences of when we are angry? • Create anti-bullying poster. How can you identify a bully? • Invite St John ambulance to discuss first aid and what to do in emergency health situations • What are the risks and benefits of using the internet? | | |
| Skills | | |
| <ul style="list-style-type: none"> • Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues • Identify and respect differences and similarities between people • Recognise choices they can make and recognise the difference between right and wrong. • Recognise the effect of their behaviour on other people, and cooperate with others • Understands that there are different kinds of friendships and relationships • Recognises ways to resolve a conflict and ways to inflame a conflict • Identifies ways to manage anger successfully and can recall possible consequences to anger • Can discuss strategies to prevent bullying and can identify a bully • Understands the principles of first aid • Recognises the risks and benefits of using the internet and can recall ways to stay safe on the internet. | | |