



Topic:	Year group	Term
Family and relationships	5	Autumn Term. (Kapow)

Background knowledge

Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.

What should I already know?

Pupils who are **secure** will be able to:

Understand that manners vary in different situations.

Understand boundaries in friendships, including physical boundaries and expectations.

Understand that what they do and say affects other people.

Understand the impact of bullying and the role bystanders can take.

Recognise male and female stereotyped characters.

Understand that stereotypes about disabilities are usually untrue.

Understand that families are all different and they offer each other support but sometimes they can experience problems.

Know what bereavement is and how to support someone who has experienced a bereavement.

Statutory objectives / Key Skills	The Journey
<u>Objectives</u> <u>To understand how to form and maintain positive relationships</u> <u>To explore the ups and downs of friendships</u> <u>To understand the concept of marriage</u> <u>To begin to understand self-respect.</u> <u>To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens</u>	<u>Unit quiz / Knowledge catcher</u> - Build a friend - Friendship skills - Marriage - Respecting myself - Family life - Bullying - Stereotyping: Gender - Stereotypes: Race and religion <u>Revisit and reflect on Knowledge catcher</u>

6. To understand more about bullying and how to get help
7. To recognise how attitudes to gender have changed over time
8. To explore the impact of stereotypes and how they can lead to discrimination

See Kapow lesson plan for differentiation.

Skills

- Identifying ways families might make children feel unhappy or unsafe.
- Exploring the impact that bullying might have.
- Exploring issues that might be encountered in friendships and how these might impact the friendship.
- Exploring and questioning the assumptions we make about people based on how they look.
- Exploring our positive attributes and being proud of these (self-respect).

Outcomes

Secure understanding

1. Can describe what qualities a good friend should have and recognising which of these they have and which they could develop.
2. Can recognise that friendships have ups and downs and this is normal.
3. Understands what marriage is and that it is a choice people make.
4. Understands that we all have a range of attributes that make us who we are and we should be proud of these.
5. Understands that sometimes families can make children feel unhappy or unsafe.
6. Understands why someone might bully others.
7. Understands that attitudes and laws around gender equality have changed over time.
8. Understands that stereotypes exist and these can lead to discrimination.

Greater depth

1. Can describe a set of instructions on how to create a friend. Can explain what qualities a good friend should have and why, as well as recognising which of these qualities they

currently possess and which they should develop- and setting themselves a goal on how to achieve this.

2. Understands how issues in friendships may strengthen them in the long term.
3. Has an understanding of different types of marriage and why people might decide to get married or not.
4. Understands how knowing ourselves can help us have respect for ourselves and lead us to make decisions and choices that will help to make us happy.
5. Understands that asking for help is the right thing to do even if it is difficult
6. Understands the impact of bullying behaviour on the victim, perpetrator and bystanders.
7. Can recognise the impact of changes and also that there are still things which need to be addressed.
8. Can begin to recognise stereotyping behaviours and the impact of discrimination.

Key Vocabulary

attributes
bullying
bystander
cyberbullying
marriage
secret
wedding

Cross-curriculum links

English

plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
noting and developing initial ideas, drawing on reading and research where necessary
understand what they read [...] by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
ask relevant questions to extend their understanding and knowledge'.

History

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world'.

Art and design

develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design'.

Computing

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content'.

Assessment questions / outcomes

What makes a good friend?

How have my friendship skills developed?

What different types of weddings/marriages are there?

How can I tell if someone is treating me with respect?

Why should we not keep secrets if we or other people are unhappy about something?

What can bystanders do?

What do we already know about gender stereotypes?

How might stereotypes contribute to discrimination?

British Values



Rule of law, Mutual respect, Individual liberty, Tolerance of those with different faiths and beliefs.