



Kindness

Positivity

Respect

<u>SUBJECT MEDIUM TERM PLANNING PSHCE/RSE</u>		
Year Group: 5	TERM: Autumn 1	Theme: How to speak Human
National Curriculum: Relationships		
<p><b>Context:</b> In this unit, the children will learn about how to become good communicators throughout their lives and be able to speak with a level of assertiveness in order to get what they require. They will read others' facial expressions and know what it means to be an active listener. They will also be made aware of the experience of those who may communicate in a different way and how they can each be a part of the others' world. They will know that stress can affect the human body and emotions and then learn strategies and techniques to help calm and centre the body and mind.</p>	<p><b>Concepts: Health and Well-being</b></p> <p><b>Effective Communication - How to communicate effectively with my peers. Can I read the signs and cues to aid my communication? Can I express how I feel clearly? Children know the various ways in which people with disabilities may communicate.</b></p>	<p><b>Vocabulary: facial expressions, assertive, active listening, non-verbal, sign-language, braille</b></p>
<p><b>Prior Knowledge:</b> *Throughout school, the children take part in the Zones of Regulation and have this as a regular part of their school journey. The school has a programme of highlighting calming poses which are regularly referred to.</p>	<p><b>Future Knowledge:</b> *Aspects of Health and well-being will be further taught and referred to throughout Y6. This will focus on handling worries and how stress can make us erupt.</p>	

<p><b>End points /by the end of this unit pupils will...):</b> *RSE cross reference DFE guidance</p> <p>Know that humans communicate in both verbal and non-verbal ways.</p> <p>Know that we, as humans, can read facial expressions and body language, which then help us communicate more effectively.</p> <p>Children can give examples of how our bodies react under stress and find strategies to help calm the mind and body down.</p> <p>Understand that many humans communicate in non-conventional ways because of disability.</p> <p>Know the life-story of Helen Keller and understand how humans can overcome communication difficulties.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1 To know that humans communicate in both verbal and non-verbal ways.</p>	<p>Read the book ‘How To Speak Chimpanzee’ as a stimulus. Get the children to act out the words and actions. If we were to create a book for animals to show them how to speak human, what might it include?</p> <p>Discuss verbal and non-verbal communication. The children have opportunity to examine and read a range of facial expressions. Can they read a face? What do they tell us? Can they match an expression with a label?</p> <p>Children create a page full of various and differing emotions, which are clearly-labelled.</p>	<p>How good am I at reading a facial expression?</p> <p>Why does this help us?</p>	<p>How to speak Chimpanzee book.</p> <p>Facial expression examples.</p>
<p>2 To know how to communicate effectively by getting my thoughts and ideas across to others. I can also have a tricky conversation by knowing how to be assertive, rather than being timid or bossy.</p>	<p>How do humans match their facial expression with their actions and gestures? How do we listen actively? Children practise conversations paying close attention to active listening.</p> <p>Have various statements on the board and a list of gestures. Play around with mis-</p>	<p>What happens when words and actions don’t match? Can you be assertive? When would you need to be?</p>	

	<p>matching pairs and feel how this hinder rather than help communication.</p> <p>Introduce the the story of the Lion, Fox, Mouse and Human. They needed to have a difficult conversation but went about it in different ways. Which was most successful?</p> <p>Do we ever need to be assertive as children?</p> <p>Practice scenarios of being assertive, which the children can act out and show to others as a plenary.</p>		
<p>3 To know how our bodies react under stress and that we can help ourselves to calm down.</p>	<p>When we read other people, we can find out a lot from their body language showing how they are feeling. Play a game to guess the emotion.</p> <p>One big emotion is stress. How might this look as a 'snapshot'? Map the effects of stress on our bodies by drawing around a child to create a life-sized outline.</p> <p>Discuss the terms fight or flight and how they originated. Stress is natural reaction and has its place. Show examples of people doing incredible things when they have adrenalin cruising through their veins.</p> <p>Discuss lots of ways in which we can deal with stress and come up with strategies to help.</p>	<p>What effect does stress have on my body?</p> <p>What can I do to reduce my stress?</p>	<p>Large drawn outline of a body.</p> <p>Massage music.</p>

	Learn breathing techniques and a massage routine, which can be used now but also throughout the year.		
4 To know that many humans communicate in different ways such as sign language and braille.	Discuss non-verbal communication and gestures. Introduce the idea of humans living with hearing loss and others with communication difficulties. Learn some sign language (alphabet and key phrases) and practice within a group and with a partner. Introduce them to the life of Helen Keller and discover how she overcame her difficulties and how she lived her life as a role-model for others.	How do deaf, blind and non-verbal humans communicate?	