



Year 5 Distance Learning – PSHE Lessons and Project
Summer Term – Week Two: Monday 27th April – Friday 1st May

This week we will be learning about ourselves, friendships and our family. We will have a PSHE lesson on Monday and Tuesday and then a 3 day project to start on Wednesday and complete by Friday.

Monday 27th April

WALT: build our understanding of our own characteristics

Keywords:

- **Characteristic** - a feature (big eyes, curly hair, low-toned voice) that identifies a person.
- **Personal qualities** - something that helps them in life: being honest, easy going, confident, self-confident.
- **Attributes** - something that helps cause a quality, e.g. doing my homework is an attribute to me doing well in school.
- **Self-esteem** - having faith in one's own worth or abilities.

Task One – Think about where you would rank yourself on a scale of 1 to 10.

1 = I'm not that at all.

10 = I'm very that!

- Kind
- Patient
- Quick-tempered
- Loud
- Confident
- Sporty
- Musical
- Generous
- Cautious
- Outgoing
- Shy
- Nervous

Once you have done this, think about how the words **CHARACTERISTIC** and **SELF-ESTEEM** link with what you have just done.

Task Two – Write down what you consider to be your own positive personal qualities and the attributes that you have that help you to have these qualities. Try to really think about it and see if you can come up with 10 positive personal qualities as well as 10 attributes to those personal qualities. Discuss them with someone in your household.



Tuesday 28th April

WALT: understand friendships and how they can change

Keywords:

- **Negotiate** - to come to reach an agreement by talking about it.
- **Compromise** - where someone agrees to make a change to reach an agreement.
- **Trust** - a strong belief in the reliability, truth, or ability of someone.
- **Loyalty** - a strong feeling of support.
- **Anger** - a strong feeling of annoyance, displeasure, or hostility.
- **Betrayal** - when someone breaks their loyalty by being dishonest.
- **Empathy** - the ability to understand and share the feelings of another.

Task One – Come up with your own definition of friendship. Then write down five qualities that you look for in a friend.

Task Two – Think about a time that you have had a fall out with a friend. Answer the questions below in writing.

- Did you make an effort to save a friendship? Why was it important to save the friendship? How were you able to save the friendship?
- Did you end our friendship? Why did you choose to do that? Were you able to remain friendly despite not being friends anymore? If you could go back and fix things, would you? How would you do that?
- How will you be a better friend to your friends when we go back to school?
- Why are friendships so important?

Task Three – At the moment, we are unable to see our friends from school and we really miss them.

Think about the person that you normally sit next to and make a card for that person.

- On the front of the card, decorate it with a picture that you think represents your friendship.
- On the inside of the card, write a nice message detailing what the qualities are that make that person such a good friend.

When we come back to school, we will give these cards to each other. 😊

Wednesday 29th April – Friday 1st May

WALT: the relationships within our family (3 day project)

We are very lucky right now that we get the opportunity to spend so much time with our family.

One of the great things about this is that we can learn a bit more about our family history and how we came to be living in Brent at this very moment in time.

We were all very lucky in English a few months ago that Mrs Garala kindly shared her incredible story with us about her family moving to Britain and becoming refugees. That is part of her family history, and her life would have been so much different if she hadn't come here to seek refuge. She wouldn't have met any of you!

The lives that we have now have been shaped by our family from the generations before us, and learning more about their history helps us to learn more about ourselves.

For the next three days, your project will be to create a detailed family tree, going as far back as you can. I want you to speak to your family and find out more about your ancestors to trace how you came to be.

The best way to do this is start with you and your siblings and parents, and then work backwards – your grandparents, great grandparents, great-great grandparents and so on. Don't forget about aunts and uncles and cousins too!

Think about:

- Who were your ancestors?
- How did they meet?
- Where did they live?
- What were their jobs?
- Did they go through any struggles?
- Did they do anything incredible that they are known for?
- Did they live in a different country? Did they move countries?

This is a three day project so try not to rush; there are so many things that you can think about and so many things to learn about. See if your family have any pictures of your great-great grandparents, and any stories to share.

When we come back to school, we will share our family trees with the class.

