

## Year 5 Curriculum Overview for PSHE

Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Give examples of some key qualities of friendship;</li> <li>• Reflect on their own friendship qualities.</li> <li>• Explain what collaboration means;</li> <li>• Give examples of how they have worked collaboratively;</li> <li>• Describe the attributes needed to work collaboratively.</li> <li>• Explain what is meant by the terms negotiation and compromise;</li> <li>• Describe strategies for resolving difficult issues or situations.</li> <li>• Identify what things make a relationship unhealthy;</li> <li>• Identify who they could talk to if they needed help.</li> </ul> <p><u>Valuing Difference</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Understand that the information we see online, either text or images, is not always true or accurate;</li> <li>• Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>• Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> <li>• Define what is meant by the term stereotype;</li> </ul>	<p><u>Valuing Difference</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Define some key qualities of friendship;</li> <li>• Describe ways of making a friendship last;</li> <li>• Explain why friendships sometimes end.</li> <li>• Rehearse active listening skills:</li> <li>• Demonstrate respectfulness in responding to others;</li> <li>• Respond appropriately to others.</li> <li>• Develop an understanding of discrimination and its injustice, and describe this by using examples.</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>• Consider how discriminatory behaviour can be challenged.</li> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people, particularly those relating to the work place.</li> </ul> <p><u>Keeping Myself Safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>	<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>• Understand and rehearse assertiveness skills.</li> </ul> <p><u>Keeping Myself Safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>• Recognise which situations are risky;</li> <li>• Explore and share their views about decision making when faced with a risky situation;</li> <li>• Suggest what someone should do when faced with a risky situation.</li> <li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> <li>• Understand some of the complexities of categorising drugs;</li> <li>• Know that all medicines are drugs but not all drugs are medicines;</li> <li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely</li> </ul>

<p><u>Keeping Myself Safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Define what is meant by a dare;</li> <li>• Explain why someone might give a dare;</li> <li>• Suggest ways of standing up to someone who gives a dare.</li> <li>• Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</li> <li>• Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</li> <li>• Know how to protect personal information online;</li> <li>• Recognise disrespectful behaviour online and know how to respond to it.</li> </ul> <p><u>Rights and Responsibilities</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Define the differences between responsibilities, rights and duties;</li> <li>• Discuss what can make them difficult to follow;</li> <li>• Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> <li>• Explain some of the areas that local councils have responsibility for;</li> <li>• Understand that local councillors are elected to represent their local community.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Give examples of voluntary groups, the kind of work they do and its value.</li> </ul>	<p><u>Rights and Responsibilities</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• State the costs involved in producing and selling an item;</li> <li>• Suggest questions a consumer should ask before buying a product.</li> <li>• Define the terms loan, credit, debt and interest;</li> <li>• Suggest advice for a range of situations involving personal finance.</li> </ul> <p><u>Being My Best</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Know two harmful effects each of smoking/drinking alcohol.</li> <li>• Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> <li>• Know the basic functions of the four systems covered and know they are inter-related.</li> <li>• Explain the function of at least one internal organ.</li> <li>• Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Identify their own strengths and talents;</li> <li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>• Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>• Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what a habit is, giving examples;</li> <li>• Describe why and how a habit can be hard to change.</li> <li>• Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>• Demonstrate strategies and skills for supporting others who are bullied;</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> <li>• Recognise that there are positive and negative risks;</li> <li>• Explain how to weigh up risk factors when making a decision;</li> <li>• Describe some of the possible outcomes of taking a risk.</li> </ul> <p><u>Rights and Responsibilities</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>• Express their opinions on an issue concerning health and wellbeing;</li> <li>• Make recommendations on an issue concerning health and wellbeing.</li> <li>• Understand the difference between a fact and an opinion;</li> <li>• Understand what biased reporting is and the need to think critically about things we read.</li> <li>• </li> </ul> <p><u>Being My Best</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Identify people who are responsible for helping them stay healthy and safe;</li> <li>• Identify ways that they can help these people.</li> </ul>
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<ul style="list-style-type: none"> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul> <p><u>Being My Best</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• State what is meant by community;</li> <li>• Explain what being part of a school community means to them;</li> <li>• Suggest ways of improving the school community.</li> <li>• Understand that online communication can be misinterpreted;</li> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul> <p><u>Growing and changing</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe</li> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> <li>• Identify people who can be trusted;</li> <li>• Understand what kinds of touch are acceptable or unacceptable;</li> </ul>	<ul style="list-style-type: none"> <li>• Describe 'star' qualities that 'ordinary' people have.</li> </ul> <p><u>Growing and changing</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Use a range of words and phrases to describe the intensity of different feelings</li> <li>• Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>• Explain strategies they can use to build resilience.</li> <li>• Explain how someone might feel when they are separated from someone or something they like;</li> <li>• Suggest ways to help someone who is separated from someone or something they like.</li> </ul>	<p><u>Growing and changing</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>
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| <ul style="list-style-type: none"><li>• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li><li>• Recognise that some people can get bullied because of the way they express their gender;<br/>Give examples of how bullying behaviours can be stopped.</li></ul> |  |  |
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