

## Year 5 PSHE Overview

Main areas studied:

	Autumn 1 <u>Me and My Relationships</u>	Autumn 2 <u>Valuing Difference</u>	Spring 1 <u>Keeping Safe</u>	Spring 2 <u>Rights and Respect</u>	Summer 1 <u>Being My Best</u>	Summer 2 <u>Growing and Changing</u>
Key Questions	<p>Collaboration Challenge!</p> <p>Give and take</p> <p>Communication (OPTIONAL)</p> <p>How good a friend are you?</p> <p>Relationship cake recipe</p> <p>Our emotional needs</p> <p>Being assertive</p>	<p>Qualities of friendship</p> <p>Kind conversations</p> <p>Happy being me</p> <p>The land of the Red People</p> <p>Is it true?</p> <p>Stop, start, stereotypes</p> <p>It could happen to anyone (OPTIONAL)</p>	<p>Spot bullying</p> <p>Play, like, share</p> <p>Decision dilemmas</p> <p>Ella's diary dilemma</p> <p>Vaping: healthy or unhealthy?</p> <p>Would you risk it?</p> <p>'Thinking' about habits (OPTIONAL)</p> <p>Drugs: true or false? (OPTIONAL)</p> <p>Smoking: what is normal? (OPTIONAL)</p>	<p>What's the story?</p> <p>Fact or opinion?</p> <p>Mo makes a difference</p> <p>Rights, respect and duties</p> <p>Spending wisely</p> <p>Lend us a fiver!</p> <p>Local councils (OPTIONAL)</p>	<p>It all adds up!</p> <p>Different skills</p> <p>My school community (2)</p> <p>Independence and responsibility</p> <p>Star qualities?</p> <p>Basic first aid, including Sepsis Awareness</p>	<p>How are they feeling?</p> <p>Taking notice of our feelings</p> <p>Dear Ash</p> <p>Growing up and changing bodies</p> <p>Changing bodies and feelings</p> <p>Help! I'm a teenager - get me out of here!</p> <p>Dear Hetty (OPTIONAL)</p>
Assessment	Me and My Relationships - Pre and Post Unit Assessment: Y5/P6	Valuing Difference - Pre and Post Unit Assessment: Y5/P6	Keeping Safe - Pre and Post Unit Assessment: Y5/P6	Rights and Respect - Pre and Post Unit Assessment: Y5/P6	Being My Best - Pre and Post Unit Assessment: Y5/P6	Growing and Changing - Pre and Post Unit Assessment: Y5/P6
Learning outcomes	<p>Explain what collaboration means;</p> <p>Give examples of how they have worked collaboratively;</p> <p>Describe the attributes needed to work collaboratively.</p>	<p>Define some key qualities of friendship;</p> <p>Describe ways of making a friendship last;</p> <p>Explain why friendships sometimes end.</p>	<p>Demonstrate strategies to deal with both face-to-face and online bullying;</p> <p>Demonstrate strategies and skills for supporting others who are bullied;</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing;</p> <p>Express their opinions on an issue concerning health and wellbeing;</p>	<p>Know the basic functions of the four systems covered and know they are inter-related.</p> <p>Explain the function of at least one internal organ.</p> <p>Understand the importance of food, water and oxygen,</p>	Under review

<p>Explain what is meant by the term's negotiation and compromise;</p> <p>Describe strategies for resolving difficult issues or situations.</p> <p>Understand that online communication can be misinterpreted;</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p> <p>Demonstrate how to respond to a wide range of feelings in others;</p> <p>Give examples of some key qualities of friendship;</p> <p>Reflect on their own friendship qualities.</p> <p>Identify what things make a relationship unhealthy;</p> <p>Identify who they could talk to if they needed help.</p> <p>Recognise basic emotional needs, understand that they change according to circumstance;</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of</p>	<p>Rehearse active listening skills;</p> <p>Demonstrate respectfulness in responding to others;</p> <p>Respond appropriately to others.</p> <p>Develop an understanding of discrimination and its injustice, and describe this using example;</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</p> <p>Consider how discriminatory behaviour can be challenged.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Understand that the information we see online, either text or images, is</p>	<p>Recognise and describe the difference between online and face-to-face bullying.</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</p> <p>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;</p> <p>Know how to protect personal information online;</p> <p>Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Recognise which situations are risky;</p> <p>Explore and share their views about decision making when faced with a risky situation;</p> <p>Suggest what someone should do when faced with a risky situation.</p> <p>Define what is meant by a dare;</p>	<p>Make recommendations on an issue concerning health and wellbeing.</p> <p>Understand the difference between a fact and an opinion;</p> <p>Understand what biased reporting is and the need to think critically about things we read.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <p>Give examples of voluntary groups, the kind of work they do and its value.</p> <p>Define the differences between responsibilities, rights and duties;</p> <p>Discuss what can make them difficult to follow;</p> <p>Identify the impact on individuals and the wider community if responsibilities are not carried out.</p> <p>State the costs involved in producing and selling an item;</p> <p>Suggest questions a consumer should ask before buying a product.</p>	<p>sleep and exercise for the human body and its health.</p> <p>Identify their own strengths and talents;</p> <p>Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>State what is meant by community;</p> <p>Explain what being part of a school community means to them;</p> <p>Suggest ways of improving the school community.</p> <p>Identify people who are responsible for helping them stay healthy and safe;</p> <p>Identify ways that they can help these people.</p> <p>Describe 'star' qualities of celebrities as portrayed by the media;</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</p> <p>Describe 'star' qualities that 'ordinary' people have.</p>	
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	<p>risk taking in this situation, including emotional risks.</p> <p>Identify characteristics of passive, aggressive and assertive behaviours;</p> <p>Understand and rehearse assertiveness skills.</p>	<p>not always true or accurate;</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>Recognise that some people can get bullied because of the way they express their gender;</p> <p>Give examples of how bullying behaviours can be stopped.</p> <p>Identify the consequences of positive and negative behaviour on themselves and others;</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p> <p>Describe some of the health risks caused by vaping;</p> <p>Understand that there are potential health risks of vaping that are not yet fully known;</p> <p>Use critical thinking skills when reading information/media;</p> <p>Understand that companies selling vaping products do so to make money;</p> <p>Describe some of the possible outcomes of taking a risk.</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p> <p>Explain what a habit is, giving examples;</p>	<p>Define the terms loan, credit, debt and interest;</p> <p>Suggest advice for a range of situations involving personal finance.</p> <p>Explain some of the areas that local councils have responsibility for;</p> <p>Understand that local councillors are elected to represent their local community.</p>	<p>Introduce basic first aid including sepsis.</p>	
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Key Stories		The Rosa Parks story The Land of the Red People story sheet	Ella's diary dilemma story sheet 1.	Mo makes a difference story sheet 1		
Key Resources/ Artefacts	<p>Communication online activity - Communication optional lesson.</p> <p>Feelings role play - scenario sheet</p> <p>How good a friend are you quiz sheet.</p> <p>Relationship cake bake activity sheet,</p> <p>Our emotional needs activity sheet</p> <p>Being assertive activity sheet.</p>	<p>Song about friendship ie The Beatles - with a little help from my friends.</p> <p>Qualities of a good friend activity sheet.</p> <p>Conversation starters activity sheet</p> <p>Rosa Parks activity sheet</p> <p>United Kingdom jigsaw piece.</p> <p>Is it true definitions and extract from The Boy in the Dress.</p> <p>Plain A4 paper and pencils/felts.</p> <p>It could happen to anyone scenario sheets and cards. dice</p>	<p>Spot bullying scenarios, Spot bullying Venn diagram, Link to CEOPS Thinkuknow films.</p> <p>Large sheet of paper, What's the risk activity sheet,</p> <p>The Daily Wail on IWB.</p> <p>A3 paper - plenary questions,</p> <p>What should Chris do activity sheet,</p> <p>Drugs true or false activity sheet,</p> <p>Smoking - what is normal sheets.</p>	<p>Fact or opinion activity sheet, Large sheets of paper, Marker pens, Definitions on IWB,</p> <p>Brand new item in cellophane, Spending wisely activity sheet, Fairtrade website,</p> <p>Dear Martin Activity sheet,</p> <p>Local council fact file.</p>	<p>Research materials on the body,</p> <p>It all adds up Activity sheets 1 and 2.</p> <p>Match the roles and skills required activity sheet.</p> <p>A4 paper</p> <p>Responsibility audit: keeping safe - Activity sheet</p> <p>When I grow up song - from Matilda</p> <p>Magazines and newspapers with celebrities,</p> <p>Star qualities activity sheet,</p>	
Key Vocabulary	Collaboration, collaboratively, attributes, negotiation, compromise,	Friendship qualities, appropriately, respectfulness,	Cyberbullying, on line, off line, disrespectful behaviour, risky situation,	Health and wellbeing, Fact, opinion, biased, unbiased, voluntary,	Internal organ, strengths, talents, improvements, skills,	

	<p>resolving, online communication, misinterpreted, responsible behaviour, respectful behaviour, friendship qualities, unhealthy relationship, emotional needs, circumstance, risk taking, emotional risks, passive, aggressive and assertive behaviours, assertiveness skills,</p>	<p>discrimination, injustice, empathy, racism, community, diverse society, mutual respect, metaphor sex, gender identity, gender expression and sexual orientation. stereotype, prejudice,</p>	<p>dare, negative consequences, positive outcome, Vaping, smoking, alcohol, emotional risks, Habit, addiction, categorising drugs, medicines, Norms smoking</p>	<p>community and pressure (action) group; Responsibilities, rights, duties, wider community, Cost, consumer, product, Loan, credit, debt, interest, personal finance, Local council, local councillors. Services, accountable, public,</p>	<p>Community, school community. Responsible people,  Star qualities, celebrities, portrayed, accurate, ordinary people, Asthma attack  Basic first aid including sepsis.  Bleeding ,broken bone, burns, choking, ,head injury ,unresponsive and breathing, unresponsive and not breathing</p>	
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