

PSHE Curriculum Overview

Year 5

Term	Theme	Knowledge and understanding (PSHE Association)	What I will know and remember	Vocabulary
1	TEAM	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and	L1 - I can talk about the attributes of a good team. L2 - I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. L3 - I can compromise and collaborate to ensure a task is completed. L4 - I can identify hurtful behaviour and suggest ways I can help. L5 - I can understand the importance of shared responsibilities in helping a team to function successfully. L6 - I can understand that words have power (Pol-Ed). <u>Skills Builder Starters</u> What is meant by active listening? Step 7 - listening	attributes collaborate/ collaboration harassment

		recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) I can understand the importance of shared responsibilities in helping a team to function successfully. L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	<u>What does it mean to adapt communication to what the audience knows? Step 5 - speaking</u>	
2	Think positive	H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and	L1 - I can understand the link between thoughts, feelings and behaviours. L2 - I understand the concept and impact of positive thinking. L3 - I can recognise and manage uncomfortable feelings.	cognitive morals pros and cons strategy

		spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R13. the importance of seeking support if feeling lonely or excluded R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	L4 - I can understand the importance of making good choices. L5 - I can use mindfulness techniques in my everyday life. L6 - I can understand the impact of school on my feelings (Pol-ed) <u>Skills Builder Starters</u> What is meant by advantages and disadvantages? Step 6 - problem solving What does it mean to suggest improvements? Step 5 - creativity	
3	Diverse Britain	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R21. about discrimination: what it means and how to challenge it R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities	L1 - I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. L2 - I can talk about how rules help our community (Pol-Ed) L3 - I can explain why and how laws are made and identify what might happen if laws are broken.	active citizenship community spirit enforce members of parliament national government parliament politicians prime minister

		L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others; L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally	L4 - I can discuss the terms democracy and human rights in relation to local government. L5 - I can discuss the terms democracy and human rights in relation to national government. L6 - I can investigate what charities and voluntary groups do and how they support the community. <u>Skills Builder Starters</u> <u>What does it mean to support others to face challenges? Step 6 - adaption</u>	
4	Be yourself	H3. about choices that support a healthy lifestyle, and recognise what might influence these H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	L1 - I can explain why everyone is unique and understand why this should be celebrated and respected. L2 - I can explain why I should share my own thoughts and feelings and I know how to do this. <u>L3 - I can understand what peer pressure is (Pol-ed)</u>	bereavement intensity peer approval peer influence perceived failure

		H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about the R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	L4 - I can understand why we sometimes feel shy or nervous and know how to manage these feelings. L5 - I can understand what media influence is (Pol-Ed) L6 - I can explore how it feels to make a mistake and describe how I can make amends. <u>Skills Builder Starters</u> What does it mean to take a positive approach to new challenges? Step 5 - planning	
5	It's my body	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a	L1 - I can understand what grooming is (Pol-ed) L2 - I can understand why getting enough exercise and enough sleep is important.	addictive age restrictions appropriate autonomy balanced lifestyle boundaries deprivation

		birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of	L3 - I understand how to take care of my body. <u>L5 - I can understand how drugs and alcohol make people feel (Pol-ed)</u> L6 - I can understand what a positive body image is. L7 - I can make informed choices in order to look after my physical and mental health. <u>Skills Builder Starters</u> <u>What is meant by team time and resources? Step 5 - leadership</u>	meditation oral self-confidence substances sun exposure vape pens vapes
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		lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation		
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6	Aiming High	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	L1 - I can understand how people learn new things and achieve certain goals. L2 - I can understand that a helpful attitude towards learning can help us succeed in life. L3 - I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. L4 - I can understand that gender, race and social class do not determine what jobs people can do. L5 - I can understand there are a variety of routes into different jobs which may match my skills and interests. L6 - I can discuss my goals for the future and the steps I need to take to achieve them. <u>Skills Builder Starters</u> <u>What is meant by being accountable in a team? Step 6 - teamwork</u> <u>What does it mean to contribute to a group activity? Step 7 - teamwork</u>	apprenticeship collaborate college criteria employee enterprise feedback further education innovation privilege self worth social class university
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