

# PSHE Curriculum Overview

## Year 5

Term	Theme	Knowledge and understanding (PSHE Association)	What I will know and remember	Vocabulary
1	TEAM	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>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</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>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</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>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</p> <p>R32. about respecting the differences and similarities between people and</p>	<p>I can talk about the attributes of a good team.</p> <p>I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</p> <p>I can compromise and collaborate to ensure a task is completed.</p> <p>I can identify hurtful behaviour and suggest ways I can help.</p> <p>I can understand the importance of shared responsibilities in helping a team to function successfully.</p> <p><i>Deliver Pol-Ed - What is antisocial behaviour?</i></p>	<p>attributes</p> <p>collaborate/ collaboration</p> <p>harassment</p>

	<p>recognising what they have in common with others e.g. physically, in personality or background</p> <p>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</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>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</p> <p>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.</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>		
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Working towards

End of unit assessment

Working at

Working above

2	Think positive	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>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 spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>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</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>I can understand the link between thoughts, feelings and behaviours.</p> <p>I understand the concept and impact of positive thinking.</p> <p>I can recognise and manage uncomfortable feelings.</p> <p>I can understand the importance of making good choices.</p> <p>I can use mindfulness techniques in my everyday life.</p> <p>I can apply a growth mindset in my everyday life.</p> <p><i>Deliver Pol-Ed - How can I share my worries?</i></p>	<p>cognitive morals pros and cons strategy</p>
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		<u>End of unit assessment</u>		
		<u>Working at</u>		<u>Working above</u>
<b>3</b>	<b>Diverse Britain</b>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>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;</p> <p>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).</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.</p> <p>I can explain what a community is and what it means to belong to one.</p> <p>I can explain why and how laws are made and identify what might happen if laws are broken.</p> <p>I can discuss the terms democracy and human rights in relation to local government.</p> <p>I can investigate what charities and voluntary groups do and how they support the community.</p> <p><i>Deliver Pol-Ed - What is the law and why do we have it?</i></p>	<p>active citizenship</p> <p>community spirit</p> <p>enforce</p> <p>members of parliament</p> <p>national government</p> <p>parliament</p> <p>politicians</p> <p>prime minister</p>

		<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p>			
<p><b><u>End of unit assessment</u></b></p>					
<b><u>Working towards</u></b>		<b><u>Working at</u></b>	<b><u>Working above</u></b>		
<b>4</b>	<b>Be yourself</b>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>I can explain why everyone is unique and understand why this should be celebrated and respected.</p> <p>I can explain why I should share my own thoughts and feelings and I know how to do this.</p> <p>I can explore uncomfortable feelings and understand how to manage them.</p> <p>I can understand why we sometimes feel shy or nervous and know how to manage these feelings.</p> <p>I can identify when I might have to make different choices from those around me.</p>	<p>bereavement</p> <p>intensity</p> <p>peer approval</p> <p>peer influence</p> <p>perceived failure</p>	

	<p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>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</p> <p>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</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about the</p> <p>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</p>	<p>I can explore how it feels to make a mistake and describe how I can make amends.</p> <p><i>Deliver Pol-Ed - What is peer pressure?</i></p>	
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Working towards

End of unit assessment

Working at

Working above

<p><b>5</b></p>	<p><b>It's my body</b></p>	<p>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 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</p>	<p>I know that my body belongs to me and that I have control over what happens to it.  I can understand why getting enough exercise and enough sleep is important.  I understand how to take care of my body.  I understand the harmful effects of using drugs, including alcohol and tobacco.  I can understand what a positive body image is.  I can make informed choices in order to look after my physical and mental health.  <i>Deliver Pol-Ed - What is the issue with addiction?</i></p>	<p>addictive  age restrictions  appropriate  autonomy  balanced lifestyle  boundaries  deprivation  meditation  oral  self-confidence  substances  sun exposure  vape pens  vapes</p>
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	<p>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</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>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</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>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</p> <p>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</p> <p>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</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>		
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<p><b><u>End of unit assessment</u></b></p>					
<b><u>Working towards</u></b>		<b><u>Working at</u></b>			<b><u>Working above</u></b>
<b>6</b>	<b>Aiming High</b>	<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>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</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>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)</p>	<p>I can understand how people learn new things and achieve certain goals.</p> <p>I can understand that a helpful attitude towards learning can help us succeed in life.</p> <p>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.</p> <p>I can understand that gender, race and social class do not determine what jobs people can do.</p>	<p>apprenticeship</p> <p>collaborate</p> <p>college</p> <p>criteria</p> <p>employee</p> <p>enterprise</p> <p>feedback</p> <p>further education</p> <p>innovation</p> <p>privilege</p> <p>self worth</p> <p>social class</p> <p>university</p>	

		<p>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</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>I can understand there are a variety of routes into different jobs which may match my skills and interests.</p> <p>I can discuss my goals for the future and the steps I need to take to achieve them.</p>	
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<u>Working towards</u>	<u>End of unit assessment</u> <u>Working at</u>	<u>Working above</u>
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