**PSHE Curriculum Overview Year 5**

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| Core Theme: Health, Wellbeing and Mental Health | | | | |
| Topic | Learning outcome | Key Vocabulary | Cross curricular links | Term it is taught in |
| Healthy Lifestyles | To recognise positive and negative affects on health and wellbeing (including mental and emotional health)  To know how being online can affect or impact my mental well-being. | Choices, health, wellbeing | PE  Pol-Ed Year 5 | Autumn 1 |
| Healthy Lifestyles | To identify the benefits of a balanced diet  To learn about different influenced on food and diet  To make informed choices about food | Balanced diet, choices, food influenced | DT | Spring 1 |
| Healthy Lifestyles | To know that images in the media can distort reality  To identify how this can affect how people feel about themselves | Media, images, reality, fantasy, true, false |  | Autumn 2 |
| Growing and Changing | To know about different ways of achieving and celebrating goals  To know how having high aspirations can support personal achievements | Achievements, aspirations, goals, strengths, target setting | Character curriculum | Autumn 1 |
| Growing and Changing | To know how to describe the range and intensity of their feelings to others  To manage complex emotions. | Conflicting emotions, feelings, managing feelings | Character curriculum | On going (evidenced each half term) |
| Growing and Changing | To know how to cope with change and transition  To know how to cope with bereavement | Change, transitions, loss, separation, divorce, bereavement |  | Autumn 1/Summer 2 |
| Keeping Safe | To know about independence, increased responsibility and keeping safe.  To know some strategies for managing risks  To identify risks with money. | Risk, danger, hazard, responsibility, safety | Pol-Ed Year 5 | Autumn 2 |
| Keeping Safe | To know what a ‘deep fake’ is and how they are used online | Deep fake, | Pol-Ed Year 5 |  |
| Healthy Lifestyles | To know how the spread of infection can be prevented | Bacteria, viruses, hygiene routines |  | Autumn 1 |
| Keeping Safe | To know difference influenced on behaviour including peer pressure and media influence  To know how to resist unhelpful pressure and ask for help | Pressure, managing pressure, influences, media, peer |  | Autumn 2 |
| Keeping Safe | To know how to use a phone responsibility. | Responsibility, online | Pol-Ed Year 5 |  |
| Keeping Safe | To know the basic skills needed in an emergency  To learn basic first aid | Emergency aid, help, safety, rules |  | Spring 1 |
| Healthy Lifestyles | To learn about different habit (in relation to drugs, alcohol and tobacco) | Habits |  | Spring 2 |
| Healthy Lifestyles | To know some of the risks and effects of legal and illegal substances | Drugs, alcohol, tobacco, medicines, caffeine |  | Spring 2 |
| Growing and Changing | To know about the changed that happen during puberty.  To understand how puberty might affect the way I feel. | Puberty, physical and emotional changes | Pol-Ed Year 5 | Summer 2 |
| Growing and Changing | To know about human reproduction in the context of the human lifecycle  To know how a baby is made and how it grows  To know the roles and responsibilities of parents and carers | Human reproduction, babies, sexual intercourse, pregnancy, contraception, parents, carers |  | Summer 1 |
| Keeping Safe | To know strategies for managing personal safety (local environment) | Safety, road, cycle, rail, water, fire |  | Spring 1 |
| Keeping Safe | To know strategies for managing personal safety (online) | Safety online, personal information, passwords, images |  | Spring 1 |
| Keeping Safe | To know who is responsible for their health and wellbeing.  To know where to get support. | Advice, support, asking for help |  | Autumn 1 |
| Keeping Safe | To know how to keep safe when using a mobile phone. | Mobile phones, responsibility, safe use |  | Spring 1 |

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| Core Theme: Relationships | | | | |
| Topic | Learning outcome | Key Vocabulary | Cross curricular links and | Term it will be taught in |
| Feelings and Emotions | To know how to respond appropriately to a wider range of feelings | Feelings, empathy, recognising other’s feelings | Character curriculum | On going |
| Healthy Relationships | To identify different types of relationships (friends, couple, families, marriage, civil partnerships).  To know what constitutes a positive, healthy relationship.  To know what skills you need to maintain a positive relationship. | Friendships, families, couples, positive relationships | RSE | Spring 2 |
| Healthy Relationships | To understand what peer pressure is. | Peer pressure | Pol-Ed Year 5 | Spring 2 |
| Healthy Relationships | To recognise when a relationship is unhealthy. | Relationships, unhealthy, pressure | RSE | Spring 2 |
| Healthy Relationships | To understand what online friendships are.  To know what grooming is. | Online, friendships, grooming |  | Spring 1 |
| Healthy Relationships | To know about committed loving relationships (including marriage and civil partnerships) | Committed loving relationships, civil partnerships, marriage | RSE | Spring 2 |
| Healthy Relationships | To know that marriages, arranged marriages and civil partnerships is between two people who willingly agree  To know that to force anyone into marriage is illegal | Forced marriage | RSE | Spring 2 |
| Healthy Relationships | To know the consequences of their actions on themselves and others | Actions, behaviour, consequences | Character curriculum | Autumn 1 |
| Healthy Relationships | To know whether physical contact is acceptable or unacceptable and how to respond | Physical contact, touch, acceptable, unacceptable | RSE | Spring 2 |
| Feelings and Emotions | To know what confidentiality mean and when it is appropriate to break a confidence. | Confidentiality, secrets, surprises, personal safety. | RSE | Autumn 2 |
| Valuing Differences | To be able to respectfully listen to others but raise concerns and challenge view points when necessary | Listening, viewpoints, opinions, respect |  | On going |
| Healthy Relationships | To work collaboratively towards a shared goal | Collaborative working, shared goals |  | Ongoing (evidence 2/3 activities in the year) |
| Healthy Relationships | To know negotiation and compromise strategies to resolve disputes and conflicts | Disputes, conflict, feedback, support, negotiation, compromise | Character curriculum | Autumn 1 |
| Valuing Differences | To know the factors that make people the same or different  To recognise and challenge stereotypes  To know the correct terms for sex, gender, identity and sexual orientation | People, equality, identity, stereotypes, discrimination | RE  RSE | Autumn 2  Spring 1  Summer 2 |
| Valuing Differences | To know about discrimination, teasing, bullying and aggressive behaviour | Bullying, discrimination, aggressive behaviour | Anti Bullying | Autumn 2 |
| Healthy Relationships | To know about the importance of keeping personal boundaries and the right to privacy. | Privacy, sharing, personal boundaries | RSE  Online safety (Computing)  Pol-Ed Year 5 | Spring 1 |

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| Core Theme: Living in the Wider World and Understanding the Law | | | | |
| Topic | Learning outcome | Key Vocabulary | Cross curricular links and | Term it will be taught in |
| Rights and Responsibilities | To research, discuss and debate issues concerning health and wellbeing | Discussion, debate, topical issues, problems, events | English  S&L | Summer 2 |
| Rights and Responsibilities | To know how and why rules and laws are made  To take part in making and changing rules | Rules, laws, making and changing rules | Character curriculum | Autumn 1 |
| Rights and Responsibilities | To know the importance of human rights.  To know about the UN declaration of Rights of the Child. | Human rights, children’s rights |  | Summer 2 |
| Rights and Responsibilities | To know that harmful practices (forced marriage) are against British Law and in contradiction of human rights.  TO know that human rights overrule any beliefs, ideas, practices that harm people. | Practices against human rights |  | Summer 2 |
| Rights and Responsibilities | To know how anti social behaviours can affect wellbeing  To know how to handle, challenge or respond to anti social behaviour | Anti social behaviour, aggression, bullying, discrimination |  | Summer 2 |
| Rights and Responsibilities/Taking care of the environment | To know about the different kinds of responsibilities (home, school and in the environment) | Rights, duties, home, school, environment |  | Summer 2 |
| Rights and Responsibilities | To know about solving difference, respecting different viewpoints and making their own decisions. | Resolving difference, points of view, decisions, choices |  | Spring 1 |
| Rights and Responsibilities | To know what it means to be a part of the community.  To know about different group/individuals that support the community | Communities, volunteers, pressure groups, health, well being |  | Autumn 2 |
| Rights and Responsibilities | To appreciate and understand a range of national, regional, religious and ethnic identities of people living in the UK. | People, difference, diversity, identity, UK |  | Autumn 2 |
| Rights and Responsibilities | To know about the lives, values and customs of people living in other places. | People, places, values, customs |  | Autumn 2 |
| Understanding the Law | To understand what online trolling is. | Online, trolling | Pol-Ed Year 5 | Autumn 2 |
| Understanding the Law | To know what gambling is and the dangers of it | Gambling | Pol-Ed Year 5 | Autumn 2 |
| Understanding the Law | To understand the law around what you can and cannot do online. | Online, law | Pol-Ed Year 5 |  |
| Money | To know how finance plays an important part in people lives. | Money, spending, saving, budgeting | Maths | Spring 1 |
| Money | To know what is meant by interest, debt, and loan.  To know the importance of looking after money including managing loans and debts  To know that people pay tax to contribute to society. | Money, interest, loan, tax, debt | Maths | Spring 1 |
| Money/Taking care of the environment | To know how resources are allocated and the effect this has on individuals, communities and the environment. | Resources, sustainability, economics, choices, environment |  | Autumn 2 |
| Money | To know what it takes to set up an enterprise  To know what enterprise means for work and society | Enterprise, enterprise skills, entrepreneurs | Link to Christmas fair | Autumn 2 |
| Rights and Responsibilities | To be critical of what they see and read in the media.  To critically consider information they choose to forward to others | Media, social media, information, forwarding |  | Spring 1 |  |