**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 | PEPol-Ed Year 5 | Autumn 1 |
| Healthy Lifestyles | To identify the benefits of a balanced dietTo learn about different influenced on food and dietTo make informed choices about food | Balanced diet, choices, food influenced | DT | Spring 1 |
| Healthy Lifestyles | To know that images in the media can distort realityTo 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 goalsTo 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 othersTo 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 transitionTo 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 risksTo 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 influenceTo 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 emergencyTo 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 lifecycleTo know how a baby is made and how it growsTo 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 agreeTo 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 differentTo recognise and challenge stereotypesTo know the correct terms for sex, gender, identity and sexual orientation | People, equality, identity, stereotypes, discrimination | RERSE | Autumn 2Spring 1Summer 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 | RSEOnline 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 | EnglishS&L | Summer 2 |
| Rights and Responsibilities | To know how and why rules and laws are madeTo 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 wellbeingTo 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 debtsTo 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 enterpriseTo 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 |  |