Year 5 PSHE Coverage Autumn 1

Me and My Relationships

|  |  |
| --- | --- |
| Collaboration | * Explain what collaboration means;
* Give examples of how they have worked collaboratively;
* Describe the attributes needed to work collaboratively.
 |
| Give and take | * Explain what is meant by the terms negotiation and compromise;
* Describe strategies for resolving difficult issues or situations.
 |
| How good a friend are you? | * Demonstrate how to respond to a wide range of feelings in others;
* Give examples of some key qualities of friendship;
* Reflect on their own friendship qualities.
 |
| A recipe for a good relationship | * Identify what things make a relationship unhealthy;
* Identify who they could talk to if they needed help.
 |
| Being assertive | * Identify characteristics of passive, aggressive and assertive behaviours;
* Understand and rehearse assertiveness skills.
 |
| Our emotional needs | * Recognise basic emotional needs, understand that they change according to circumstance;
* Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
 |
| Communication | * Understand that online communication can be misinterpreted;
* Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
 |

Year 5 PSHE Coverage Autumn 2

Keeping Myself Safe

|  |  |
| --- | --- |
| Protective Behaviours Lesson 1Feeling Safe | * Understand words can hurt other people’s feelings
* Understand how behaviour and language can have an impact on others
* Know how to keep myself safe
 |
| Protective Behaviours Lesson 2Feeling Unsafe | * Know the difference between a fun to feel scared and a risking on purpose activity
* Understand the importance of choice, control and time limit in making safer choices
 |
| Protective Behaviours Lesson 3Body Awareness | * Know that no one has the right to hurt children
* Understand that we can talk with someone about anything
* Understand that sometimes secrets can be unsafe and must not be kept
 |
| Protective Behaviours Lesson 4Networks and Telling | * Can say what the characteristics of a good friendship are
* Know how to get help if they feel unsafe
* Know to ask for help more than once if they need to
 |
| Thinking About Habits |  * Explain what a habit is, giving examples;
* Describe why and how a habit can be hard to change.
 |
| Dilemmas | * Recognise that there are positive and negative risks;
* Explain how to weigh up risk factors when making a decision;
* Describe some of the possible outcomes of taking a risk.
 |
| Spot Bullying |  * Demonstrate strategies to deal with both face-to-face and online bullying;
* Demonstrate strategies and skills for supporting others who are bullied;
* Recognise and describe the difference between online and face-to-face bullying.
 |
| Dares | * Define what is meant by a dare;
* Explain why someone might give a dare;
* Suggest ways of standing up to someone who gives a dare.
 |
| Decision Dilemmas | * Recognise which situations are risky;
* Explore and share their views about decision making  when faced with a risky situation;
* Suggest what someone should do when faced with a risky situation.
 |
| Play, Like, Share |  * Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
* 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;
* Know how to protect personal information online;
* Recognise disrespectful behaviour online and know how to respond to it.
 |
| Drugs: True or False? |  * Understand some of the complexities of categorising drugs;
* Know that all medicines are drugs but not all drugs are medicines;
* Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
 |
| Smoking: What is Normal?/Would You Risk it? | * Understand the actual norms around smoking and the reasons for common misperceptions of these.
* Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
* Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
 |

Year 5 PSHE Coverage Spring 1

Valuing Difference

|  |  |
| --- | --- |
| Qualities of Friendship | * Define some key qualities of friendship;
* Describe ways of making a friendship last;
* Explain why friendships sometimes end.
 |
| Kind Conversations | * Rehearse active listening skills:
* Demonstrate respectfulness in responding to others;
* Respond appropriately to others.
 |
| Happy Being Me | * Develop an understanding of discrimination and its injustice, and describe this using examples;
* Empathise with people who have been, and currently are, subjected to injustice, including through racism;
* Consider how discriminatory behaviour can be challenged.
 |
| Our Diverse Society | * Identify and describe the different groups that make up their school/wider community/other parts of the UK;
* Describe the benefits of living in a diverse society;
* Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
 |
| Is it True? |  * Understand that the information we see online, either text or images, is not always true or accurate;
* Recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them;
* Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
 |
| It Could Happen to Anyone | * Identify the consequences of positive and negative behaviour on themselves and others;
* Give examples of how individual/group actions can impact on others in a positive or negative way.
 |

Year 5 PSHE Coverage Spring 2

Rights and Responsibilities

|  |  |
| --- | --- |
| What’s The Story? | * Identify, write and discuss issues currently in the media concerning health and wellbeing;
* Express their opinions on an issue concerning health and wellbeing;
* Make recommendations on an issue concerning health and wellbeing.
 |
| Fact or Opinion | * Understand the difference between a fact and an opinion;
* Understand what biased reporting is and the need to think critically about things we read.
 |
| Rights, Responsibilities and Duties | * Define the differences between responsibilities, rights and duties;
* Discuss what can make them difficult to follow;
* Identify the impact on individuals and the wider community if responsibilities are not carried out.
 |
| Make a Difference | * Explain what we mean by the terms voluntary, community and pressure (action) group;
* Give examples of voluntary groups, the kind of work they do and its value.
 |
| Spending Wisely |  * State the costs involved in producing and selling an item;
* Suggest questions a consumer should ask before buying a product.
 |
| Lend Us a Fiver | * Define the terms loan, credit, debt and interest;
* Suggest advice for a range of situations involving personal finance.
 |
| Local Councils | * Explain some of the areas that local councils have responsibility for;
* Understand that local councillors are elected to represent their local community.
 |

Year 5 PSHE Coverage Summer 1

Being My Best

|  |  |
| --- | --- |
| Health – diet, lifestyle | * Know two harmful effects each of smoking/drinking alcohol.
* Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
* Understand the actual norms around smoking and the reasons for common misperceptions of these.
 |
| Our bodies | * Know the basic functions of the four systems covered and know they are inter-related.
* Explain the function of at least one internal organ.
* Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
 |
| Different Skills | * Identify their own strengths and talents;
* Identify areas that need improvement and describe strategies for achieving those improvements.
 |
| My School Community | * State what is meant by community;
* Explain what being part of a school community means to them;
* Suggest ways of improving the school community.
 |
| Independence and Responsibility  |  * Identify people who are responsible for helping them stay healthy and safe;
* Identify ways that they can help these people.
 |
| Star Qualities | * Describe ‘star’ qualities of celebrities as portrayed by the media;
* Recognise that the way people are portrayed in the media isn’t always an accurate reflection of them in real life;
* Describe ‘star’ qualities that ‘ordinary’ people have.
 |
| Basic First Aid, including sepsis awareness | * How to make a clear and efficient call to emergency services if necessary.
* Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
 |
|  |  |

Year 5 PSHE Coverage Summer 2

Growing and Changing

|  |  |
| --- | --- |
| How are they feeling? | * Use a range of words and phrases to describe the intensity of different feelings
* Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
* Explain strategies they can use to build resilience.
 |
| Taking Notice of our feelings | * Identify people who can be trusted;
* Understand what kinds of touch are acceptable or unacceptable;
* Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
 |
| Dealing with loss/separation | * Explain how someone might feel when they are separated from someone or something they like;
* Suggest ways to help someone who is separated from someone or something they like.
 |
| Changing Bodies and Feelings | * Know the correct words for the external sexual organs;
* Discuss some of the myths associated with puberty.
 |
| Growing Up and Changing Bodies  |  * Identify some products that they may need during puberty and why;
* Know what menstruation is and why it happens.
 |
| It Could Happen to Anyone | * Identify the consequences of positive and negative behaviour on themselves and others;
* Give examples of how individual/group actions can impact on others in a positive or negative way.
 |
| Help I’m a Teenager – Get Me Out of Here | * Recognise how our body feels when we’re relaxed;
* List some of the ways our body feels when it is nervous or sad;
* Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
 |
| Stereotypes | * Recognise that some people can get bullied because of the way they express their gender;
* Give examples of how bullying behaviours can be stopped.
 |