Year 5 PSHE Coverage Autumn 1

Me and My Relationships

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| 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

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| Protective Behaviours Lesson 1  Feeling 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 2  Feeling 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 3  Body 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 4  Networks 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

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| 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

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| 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

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| 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. |
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Year 5 PSHE Coverage Summer 2

Growing and Changing

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| 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. |