

**PSHE OVERVIEW – YEAR 5**

<b>AUTUMN TERM – RELATIONSHIPS</b>				
<b>Topic</b>	<b>Progression of Skills</b>	<b>Opportunities of learning...</b>	<b>Resource to support planning</b>	<b>Assessment opportunity</b>
Families and friendships	To be able to manage their own friendships and understand peer influence.	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<b>Journey of Love -Spiritual</b>  <a href="#">PA – Premier League Primary Stars KS2 PSHE Inclusion</a>  <b>LF</b> – Gifts and Talents. <b>LF</b> – Peculiar feelings.  <b>No outsiders</b> – To recognise when someone needs help. <b>No outsiders</b> – To justify my actions.	Mind map
	To understand which physical contact is acceptable and what they feel comfortable with.	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	<b>LF</b> – Types of abuse.	
	To be able to respond respectfully to a wide range of people.  To recognise prejudice and discrimination.	<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>	<b>No outsiders</b> – To except people who are different from me.  <a href="#">PA – Premier League Primary Stars- KS2 behaviour/relationships Do the right thing.</a> <a href="#">PA - Premier League Primary Stars- KS2 PSHE Developing values.</a> <b>Journey of Love-Social and emotional</b>  (Link to Anti-Bullying wk and Anti-racism day)	

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*SPECIAL THEMED WK/DAY:*

- New class rules
- School council elections
- (11-14<sup>th</sup> Nov) Anti-Bullying Week – Homophobic Bullying (LF resource)
- (2-7<sup>th</sup> Dec) National Grief Awareness Week – Bereavement resources (LF)
- Mental Health Day
- Road safety week 14<sup>th</sup> Nov

**SPRING TERM – LIVING IN THE WIDER COMMUNITY**

Topic	Progression of Skills	Opportunities of Learning...	Resource to support planning	Assessment opportunity
Belonging to the community	<p>To know how to protect the environment.</p> <p>To be able to show compassion for others.</p>	<ul style="list-style-type: none"> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>	<p><a href="#">PA- Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue.</a></p> <p><b>Go- Givers</b> –Climate change x2</p> <p><b>No Outsiders</b> – To learn from our mistakes.</p>	
Media literacy and digital resilience	<p>To know and understand how information online is targeted.</p> <p>To understand the roles and impact of different media types.</p>	<ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• to recognise unsafe or suspicious content online</li> <li>• The difference between harmful and harmless videos and their impact.</li> <li>• Ways to combat and deal with viewing harmful videos.</li> </ul>	<p><b>LF</b> – Seeing stuff online</p> <p><a href="#">PA – Guardian foundation and national Literacy trustNewsWise-KS2 lesson 5 spotting fake news, Lesson 6 Understanding news is targeted.</a></p> <p>(cross curricula link – ICT).</p>	
Money and work	<p>To identify their job interests and aspirations.</p> <p>To understand what has influenced their career</p>	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people’s decisions about a job or career, including pay,</li> </ul>	<p><a href="#">LOUD – Careers Different jobs and skills X2</a></p> <p><b>No outsiders</b> – To appreciate artistic freedom.</p>	

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	choice and explore workplace stereotypes.	<p>working conditions, personal interests, strengths and qualities, family, values</p> <ul style="list-style-type: none"> <li>• the importance of diversity and inclusion to promote people’s career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>		
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*SPECIAL THEMED WK/DAY:*

- (21<sup>st</sup> March) International day for the elimination of racial discrimination – Anti Racism resources (LF).

**SUMMER TERM – HEALTH AND WELLBEING**

Topic	Progression of Skills	Opportunities of learning...	Resource to support planning	Assessment opportunity
Physical Health and Mental Wellbeing	To develop and understand healthy sleep habits.	<ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat Stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>	<p>LF – Spots and Sleep LF – Impacted life styles.</p> <p>Healthy eating week</p> <p>(Cross curricula link – Science, PE and DT)</p>	
	To understand the safety aspects around; the sun, medicines, vaccinations, immunisations and allergies.			
Growing and changing	To know and understand what the physical and emotional changes of puberty are.	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet</li> </ul>	Journey of Love-Physical	

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Keeping safe	<p>To know which are the external genitalia and name them correctly.</p> <p>To know what their personal hygiene routines are.</p>	<p>dreams</p> <ul style="list-style-type: none"> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>		
	<p>To keep safe in different situations including; responding to emergencies and first aid.</p>	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<p><b>LF</b> – Giving assistance.</p> <p><b>PA</b> – British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action.</p>	<p>Pre/post Assessment from <b>Life to the full.</b></p>
<p><i>SPECIAL THEMED WK/DAY:</i></p> <ul style="list-style-type: none"> <li>• New class transition day</li> <li>• Healthy Eating Week</li> </ul>				

**LF** – Life to the Full - [Life to the Full \(Catholic\) – landing page \(tentenresources.co.uk\)](http://tentenresources.co.uk)

**PA** – PSHE Association - [Home | www.pshe-association.org.uk](http://www.pshe-association.org.uk)

**Go-Givers** - [Teaching Resources - Young Citizens](#)

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