



Year group: Year 5

Term: Autumn 1

Subject: PSHE – Friendships

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self-Regulation, Managing Self and Building Relationships

Year 1

Children explored what it means to be a good friend. They were introduced to the idea that people can think differently or have a different opinion without being wrong. The children explored the importance of working together.

Year 3

Children explored and identified what makes them unique. They learnt about the core emotions within themselves and others while learning about the importance of finding ways to understand and express their emotions. The children explored how to identify the character traits of their peers and in themselves.

What comes next?

Children will be taught strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. They will also learn about different types of relationships, helping children to recognise indicators of positive, healthy relationships and negative, unhealthy relationships – including online.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Tabassum from Tipton is the character for this unit.

Key vocabulary

Collaboration, empathy, conflict resolution

Substantive Knowledge

I can name a positive characteristic of a good team member.
I can name a range of emotions: disgust, surprise, anger
I can give a definition of the key vocabulary.

Links to other curriculum areas

Religious Education and Physical Education

Procedural Knowledge

I can recognise how to treat my friends well.
I know how to support others when they have a problem.
I know how to resolve conflict.
I know how to be a good team member.

End Points

To identify feelings and emotions in themselves and others..
To understand the link between a healthy body and healthy mind.
To have the knowledge and skills to make informed decisions.
To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that people apologise, forgive and 'make things right' to resolve conflict.
I know that people use different strategies to support others.
I know that my friends and I may think and feel differently.



Year group: Year 5
Term: Autumn 2
Subject: PSHE – Belonging

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

Year 1

Children explored the different features of a school. They were introduced to the idea of how families might differ. The children looked at special people in their lives and discussed why they are special. The pupils identified people, places and things that make them feel happy in their lives.

Year 3

Children learnt about different types of education systems from around the world and why they might be different. The children started to think about differences and similarities with the characters in this curriculum eg. Ollie, Whitney etc. and their own families. Pupils explored who is important in their lives and tried to establish why they are important. Pupils identified what it means to feel safe and happy. Pupils discussed ways in which they could help others to feel like they belong.

What comes next?

Children will be taught strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. They will also learn about different types of relationships, helping children to recognise indicators of positive, healthy relationships and negative, unhealthy relationships – including online.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Roza from Rowley is the character to be used.

Key vocabulary

ideal, community, context. grateful

Substantive Knowledge

I can say what is good about my school.

I can name important figures in my life..

I can give a definition of the key vocabulary.

Procedural Knowledge

I can recognise different features that make a good school.

I know how to celebrate the different families in my class.

I know how to identify what it means to feel safe.

Disciplinary Knowledge

I know that different features are needed to make a good school.

I know the character traits of special people in my life.

I know why it is important to have a safe space.

Links to other curriculum areas

Religious Education

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.



Year group: Year 5
Term: Spring 1
Subject: PSHE – My Wider World

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships.

Year 1

Pupils began to understand what a community is and thought about their community. They were introduced to the idea of being connected to others and started to make connections between themselves and their peers. They were introduced to the concept of helping others without reward. The pupils began to consider how to work with others to improve their environment.

Year 3

Pupils learnt that their community can be different to that of others, such as schools, sports groups. They considered communities they belong to and their identity within these communities. Pupils discussed the importance of connectedness and how this can support them. Pupils began to consider how they can show gratitude towards others. They also discussed why it is important to look after their school environment. Pupils learnt the difference between rights and responsibilities.

What comes next?

Children will be taught strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. They will also learn about different types of relationships, helping children to recognise indicators of positive, healthy relationships and negative, unhealthy relationships – including online.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Wajid from West Bromwich is the character to be used.

Key vocabulary

responsivity, equality, diversity, recognition

Substantive Knowledge

I can give a definition of the key vocabulary.
I can give a definition of the wider community.
I can give a definition of rights and responsibilities.

Procedural Knowledge

I can recognise what my rights and responsibilities are.
I can recognise diversity in my community.
I can recognise how I am connected to others in the world.

Disciplinary Knowledge

I know that many different features make a community and the importance of having a diverse community.
I know what gratitude is and how people can show gratitude to others.
I know that people have rights and responsibilities and why they are important.

Links to other curriculum areas

Religious Education

End Points

To identify feelings and emotions in themselves and others.
To understand the link between a healthy body and healthy mind.
To have the knowledge and skills to make informed decisions.
To be considerate, respectful and tolerant members of the community.



Year group: Year 5
Term: Spring 2
Subject: RHE – Puberty

Prior learning

EYFS The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships..

Previous year

Children explored the human lifecycle. Children learnt some basic facts about puberty and how puberty is linked to reproduction. They explored respect in a range of relationships and discussed the characteristics of healthy relationships.

What comes next?

Year 6

Children will consider puberty and reproduction, notably, children will describe how and why the body changes in preparation for reproduction. They will explore and discuss the importance of communication and respect in relationships. Children will also look at healthy and unhealthy relationships and explore positive and negative ways of communicating in a relationship.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Key vocabulary

Physical changes, emotional changes, moods, adolescents

LoC

First Aid Workshop

Substantive Knowledge

I can name the physical changes that occurs during puberty.

I can name the emotional changes that occur during puberty.

I can say a definition of the key vocabulary.

Links to other curriculum areas

Science

Procedural Knowledge

I can recognise male and female puberty changes in more detail.

I recognise the impact of puberty on the body and know the importance of hygiene.

I can explore ways to get support during puberty

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that physical and emotional changes happen in puberty and how puberty affects the reproductive organs.

I know that bodies change during puberty and that hygiene is important.

I know that emotions/relationships change during puberty and how to get help and support.

I know how to ask questions about puberty with confidence.



Year group: Year 5

Term: Summer 1

Subject: RHE – Legal and Illegal Drugs

Prior learning

EYFS The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships..

Year 1

Children explored and discussed what is meant by a healthy lifestyle. They discussed what unhealthy and healthy means. They explored what things we put into our bodies when we are feeling unwell; looking at how medicines get into our bodies. The children looked at people who help us and discussed if the person may or may not give us medicines or injections.

Year 2

Children explored substances and situations that are safe and unsafe. They learnt about hazardous substances and that some things we put into our bodies can harm us. They considered safety rules at home and at school in order to keep safe.

Year 3

Children learnt about smoking and its effects, they considered the impact of smoking on the body – including passive smoking. They explored why people and considered some strategies to prevent smoking. They learnt about the rules and laws to prevent smoking.

Year 4

Children learned the effects of alcohol on the body, they explored what alcohol is and its affect on the body. They learned that everyone will be affected differently by alcohol. They learned the risks related to drinking alcohol. They explored how society limits the drinking of alcohol and know some of the law about drinking alcohol. They also considered ways of persuading people to drink sensibly.

What comes next?

Year 6

Children will consider the effects, risks and law relating to cannabis. They will learn about the effect of cannabis on a persons health and life. They will learn about the risks of volatile substance abuse (VSA). They will look at how to get and to give help. They will consider different options for getting help, advice and support.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

St John Ambulance First Aid lesson to be completed in Summer term.

Respect and Equality – one lesson will be taught.

Key vocabulary

Stereotype, Stimulant, Depressant, Volatile substance

Substantive Knowledge

I can name some legal and illegal drugs.

I can say a strategy to resist drug use.

I can give a definition of the key vocabulary..

Links to other curriculum areas

Science

Procedural Knowledge

I can explore a range of legal and illegal drugs..

I can explain the effects and risks of drug use.

I can think about drug use and drug users.

I can consider strategies to resist drug use.

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that there are a range of legal and illegal drugs and that people use them for different reasons.

I know that there are different effects and risks to using illegal drugs and that all sorts of people may misuse drugs.

I know that people use different strategies to resist peer pressure such as using assertive skills.