

PSHE and RSE Planning Year 5 Learning Objectives



PINK means it refers to the RSE curriculum

Term 1 What did the Romans do for us?	Term 2 To Infinity and Beyond Anti-bullying week	Term 3 Survival	Term 4 Survival	Term 5 Double, Double, Toil and Trouble Identity Week	Term 6 Amazing Americas
<p>Relationships <u>Collaborations Challenge!</u></p> <ul style="list-style-type: none"> Explain what collaboration means; Describe the attributes needed to work collaboratively. <p>Give and take</p> <ul style="list-style-type: none"> Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. <p>How good a friend are you?</p> <ul style="list-style-type: none"> Give examples of some key qualities of friendship; 	<p>Well-being Communication</p> <ul style="list-style-type: none"> 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. <p>Ella's diary dilemma</p> <ul style="list-style-type: none"> Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. <p>Anti-bullying Qualities of friendship</p> <ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last. 	<p>Well-being <u>Different skills</u></p> <ul style="list-style-type: none"> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. <p><u>Star qualities?</u></p> <ul style="list-style-type: none"> 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. <p>Anti-bullying Stop, Start, Stereotypes</p>	<p>Well-being Dear Ash</p> <ul style="list-style-type: none"> Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. <p>Emotions <u>How are they feeling</u></p> <ul style="list-style-type: none"> Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. <p>Community <u>Mo makes a difference</u></p> <ul style="list-style-type: none"> Explain what we mean by the terms 	<p>Anti-bullying Happy being me</p> <ul style="list-style-type: none"> 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. <p>Community The land of the Red people</p> <ul style="list-style-type: none"> 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. <p>Well-being</p>	<p>Growing and changing Growing up and changing bodies</p> <ul style="list-style-type: none"> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. <p><u>Changing bodies and feelings</u></p> <ul style="list-style-type: none"> Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. <p>Help I'm a teenager get me out of here</p>

<ul style="list-style-type: none"> • Reflect on their own friendship qualities. <p>Relationship cake recipe</p> <ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. <p>Anti-bullying Being assertive</p> <ul style="list-style-type: none"> • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills. <p>Relationships Kind conversations</p> <ul style="list-style-type: none"> • Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others. 	<p>Spot bullying</p> <ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied. <p>Community Local councils</p> <ul style="list-style-type: none"> • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community. <p>Emotions Our emotional needs</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. <p>Well-being Is it true?</p> <ul style="list-style-type: none"> • 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. <p>Emotions Dear Hetty</p> <ul style="list-style-type: none"> • Explain how someone might feel when they are separated from someone or something they like; 	<p>voluntary, community and pressure (action) group;</p> <ul style="list-style-type: none"> • Give examples of voluntary groups, the kind of work they do and its value. <p>Well-being Getting fit</p> <ul style="list-style-type: none"> • 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. <p>It all adds up</p> <ul style="list-style-type: none"> • Know the basic functions of the four systems covered and know they are inter-related. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. <p>Anti-bullying Boys will be boys? Challenging work-place stereotypes</p>	<p>It could happen to anyone</p> <ul style="list-style-type: none"> • 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. <p>Decision dilemmas Smoking: what is normal?</p> <ul style="list-style-type: none"> • Recognise which situations are risky; • Explore and share their views about decision making when they are faced with a risky situation. <p>Responsibility Spending wisely</p> <ul style="list-style-type: none"> • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. <p>Lend us a fiver</p> <ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; 	<ul style="list-style-type: none"> • 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. <p>Well-being Independence and responsibility</p> <ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. <p>Responsibility Rights, responsibilities and duties</p> <ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Identify the impact on individuals and the wider community if responsibilities
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<p>Well-being Fact or opinion?</p> <ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read. 		<ul style="list-style-type: none"> • Suggest ways to help someone who is separated from someone or something they like. <p>Well-being Would you risk it?</p> <ul style="list-style-type: none"> • 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. <p>Play, like, share</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Recognise how the media can sometimes reinforce gender stereotypes; • Challenge stereotypical gender portrayals of people, particularly those relating to the work place. <p>Well-being <u>Jay's dilemma</u></p> <ul style="list-style-type: none"> • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision. 	<ul style="list-style-type: none"> • Suggest advice for a range of situations involving personal finance. <p>Well-being <u>What's the story?</u></p> <ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing. 	<p>are not carried out.</p> <p>Well-being <u>Thinking about habits</u></p> <ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. <p><u>Drugs true or false?</u></p> <ul style="list-style-type: none"> • 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. <p>Taking notice of our feelings</p> <ul style="list-style-type: none"> • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would
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		<p>Community <u>My school community(2)</u></p> <ul style="list-style-type: none"> • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. 			<p><i>feel uncomfortable, particularly in relation to inappropriate touch.</i></p>
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Resources for Parents:

Zone of Regulation: how to talk about emotions

<https://drive.google.com/file/d/1fwPE5SMwYqpHv8-5H440pGyUZKQ74SCM/view?usp=sharing>

Support with mental health:

<https://www.mindedforfamilies.org.uk/young-people>

Advice about bullying:

<https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

<https://www.bullying.co.uk/advice-for-parents/>

Talking to children about money:

<https://www.moneyadvice.service.org.uk/en/categories/talking-to-your-children-about-money>

Glossary of term for adults/ children:

<https://drive.google.com/file/d/1eSCbO9P90cya453DcCZquFA78OuuqPTGa/view?usp=sharing>

Growing and Changing – support with talking about puberty:

<https://www.nhs.uk/livewell/puberty/documents/4youmarch2010nonprinting.pdf>

<https://www.bodyform.co.uk/myths-and-facts/puberty/puberty-talk-with-daughter/>