

Year 5 PSHE Curriculum

<p>PSHE Year 5 - AUTUMN TERM</p> <p>Topic Focus</p> <p>Health and Wellbeing</p>	<p>Core Value</p> <p>how to make informed choices about health and wellbeing and to recognise sources of help with this</p>	<p>Core Value</p> <p>how to manage risks to physical and emotional health and wellbeing</p>	<p>Core Value</p> <p>how to manage risks to physical and emotional health and wellbeing</p>	<p>Core Value</p> <p>to identify different influences on health and wellbeing</p>	<p>Core Value</p> <p>how to manage risks to physical and emotional health and wellbeing</p>	<p>Core Value</p> <p>about managing change, including puberty, transition and loss</p>	<p>Core Value</p> <p>about managing change, including puberty, transition and loss</p>
	<p>Suggested Learning Outcome</p> <p>to recognise when they need help and to develop the skills to ask for help;</p>	<p>Suggested Learning Outcome</p> <p>to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>	<p>Suggested Learning Outcome</p> <p>school rules about health and safety, basic emergency aid procedures, where and how to get help</p>	<p>Suggested Learning Outcome</p> <p>what is meant by the term 'habit' and why habits can be hard to change</p>	<p>Suggested Learning Outcome</p> <p>which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>Suggested Learning Outcome</p> <p>how their body will, and their emotions may, change as they approach and move through puberty</p>	<p>Suggested Learning Outcome</p> <p>about human reproduction (to be covered in RSE and Science)</p>

<p>Topic Vocabulary -</p> <p>New Vocabulary -</p>	
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<p>PSHE Year 5 - Spring Term 1</p> <p>Topic Focus</p> <p>Relationships</p>	<p>Core Value</p> <p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p>	<p>Core Value</p> <p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p>	<p>Core Value</p> <p>how to recognise and manage emotions within a range of relationships</p>	<p>Core Value</p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>Core Value</p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>Core Value</p> <p>how to respond to risky or negative relationships and ask for help</p>	<p>Core Value</p> <p>how to respect equality and diversity in relationships</p>
	<p>Suggested Learning Outcome</p> <p>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive</p>	<p>Suggested Learning Outcome</p> <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, gender diversity, age,</p>	<p>Suggested Learning Outcome</p> <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity,</p>	<p>Suggested Learning Outcome</p> <p>to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling',</p>	<p>Suggested Learning Outcome</p> <p>to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling',</p>	<p>Suggested Learning Outcome</p> <p>to recognise and manage 'dares'</p>	<p>Suggested Learning Outcome</p> <p>to recognise and challenge stereotypes</p>

	feedback and support to benefit others as well as themselves	sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	how to respond and ask for help)	how to respond and ask for help)		
Topic Vocabulary -							
New Vocabulary -							

<p>PSHE Year 5 - Spring Term 2</p> <p>Topic Focus</p> <p>Living in The Wider World</p>	<p>Core Value</p> <p>. to respect diversity and equality and how to be a productive member of a diverse community</p>	<p>Core Value</p> <p>. to respect diversity and equality and how to be a productive member of a diverse community</p>	<p>Core Value</p> <p>. to respect diversity and equality and how to be a productive member of a diverse community</p>	<p>Core Value</p> <p>about where money comes from, keeping it safe and the importance of managing it effectively</p>	<p>Core Value</p> <p>the part that money plays in people's lives</p>	<p>Core Value</p> <p>the part that money plays in people's lives</p>	<p>Core Value</p>
	<p>Suggested Learning Outcome</p> <p>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p>Suggested Learning Outcome</p> <p>to consider the lives of people living in other places, and people with different values and customs</p>	<p>Suggested Learning Outcome</p> <p>to consider the lives of people living in other places, and people with different values and customs</p>	<p>Suggested Learning Outcome</p> <p>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>	<p>Suggested Learning Outcome</p> <p>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>	<p>Suggested Learning Outcome</p> <p>to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>	<p>Suggested Learning Outcome</p>
<p>Topic Vocabulary -</p> <p>New Vocabulary -</p>							

PSHE Year 5 - Summer 1 Topic Focus Relationships and Sex Education	Core Value To explore the emotional and physical changes occurring in puberty	Core Value To understand male and female puberty changes in more detail	Core Value To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty	Core Value	Core Value	Core Value	Core Value
	Suggested Learning Outcome Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Suggested Learning Outcome Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	Suggested Learning Outcome Explain how to stay clean during puberty Describe how emotions/relationships change during puberty Know how to get help and support during puberty	Suggested Learning Outcome	Suggested Learning Outcome	Suggested Learning Outcome	Suggested Learning Outcome
Topic / new Vocabulary - Puberty, Physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings							

<p>PSHE Year 5 - Summer Term 2</p> <p>Topic Focus</p> <p>Mental Health and wellbeing</p>	<p>Core Value</p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>Core Value</p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>Core Value</p> <p>to recognise and care about other people's feelings</p>	<p>Core Value</p> <p>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>	<p>Core Value</p> <p>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>	<p>Core Value</p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>Core Value</p> <p>strategies for keeping physically and emotionally safe</p>
	<p>Suggested Learning Outcome</p> <p>I can recognise a range of emotions.</p>	<p>Suggested Learning Outcome</p> <p>I can explain how we experience and express different feelings.</p>	<p>Suggested Learning Outcome</p> <p>I can use some simple strategies for making myself and others feel better.</p>	<p>Suggested Learning Outcome</p> <p>I can recognise how feelings change in different situations</p>	<p>Suggested Learning Outcome</p> <p>I can describe the different feelings related to different situations</p>	<p>Suggested Learning Outcome</p> <p>I can explain how we experience and express an increasing range of feelings</p>	<p>Suggested Learning Outcome</p> <p>I can identify who and what can help me manage and express my feelings</p>

Topic Vocabulary -

New Vocabulary -