

YEAR 5 — MEDIUM-TERM OVERVIEW

| Term | Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| Autumn — Relationships | <p>Families and friendships Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26</p> | <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships | <p>Premier League Primary Stars KS2 PSHE Inclusion</p> |
| | <p>Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29</p> | <ul style="list-style-type: none"> • <i>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</i> • <i>how to ask for, give and not give permission for physical contact</i> • <i>how it feels in a person's mind and body when they are uncomfortable</i> • <i>that it is never someone's fault if they have experienced unacceptable contact</i> • <i>how to respond to unwanted or unacceptable physical contact</i> • <i>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</i> • <i>whom to tell if they are concerned about unwanted physical contact</i> | <p>I have got some resources that might be a useful starting point. (attached to this email)</p> |
| | <p>Respecting Ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33</p> | <ul style="list-style-type: none"> • to recognise that everyone should be treated equally • 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 • <i>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</i> • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online | <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Developing values</p> |

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| Spring — Living in the wider world | <p>Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19</p> | <ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment | <p>Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue</p> <p>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>1 decision – Being responsible</p> |
| | <p>Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14</p> | <ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information | <p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted</p> <p>Google and Parent zone Be Internet Legends</p> |
| | <p>Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32</p> | <ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people’s career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training | |

Summer — Health and wellbeing

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| <p>Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12</p> | <ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment | <p>PSHE Association and Department of Children’s Sleep Medicine at Evelina London Children’s Hospital– The sleep factor *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p> |
| <p>Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27</p> | <ul style="list-style-type: none"> • <i>how to identify external genitalia and reproductive organs</i> • <i>about the physical and emotional changes during puberty</i> • <i>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</i> • <i>strategies to manage the changes during puberty including menstruation</i> • <i>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</i> • <i>how to discuss the challenges of puberty with a trusted adult</i> • <i>how to get information, help and advice about puberty</i> • that for some people their gender identity does not correspond with their biological sex | <p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), ‘Puberty’ (see staff files folder)</p> <p>Betty: It’s perfectly natural</p> <p>1 decision Growing and Changing</p> <p>Metro charity KS2 Gender</p> |
| <p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid PoS Refs: H38, H43, H44, H45</p> | <ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services | <p>British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action</p> <p>PSHE Association and GambleAware -Lesson 1 Exploring risk</p> |
| <p>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50</p> | <ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • <i>strategies for dealing with requests for personal information or images of themselves</i> • <i>to identify types of images that are appropriate to share with others and those which might not be appropriate</i> • <i>that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</i> • <i>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</i> | <p>NSPCC Share aware</p> <p>1 decision – Computer safety</p> <p>BBFC KS2 lessons Let’s watch a film! Making choices about what to watch</p> |

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| | | <ul style="list-style-type: none">• how to report the misuse of personal information or sharing of upsetting content/ images online• about the different age rating systems for social media, T.V, films, games and online gaming• why age restrictions are important and how they help people make safe decisions about what to watch, use or play | <p>Childnet Trust me-Y5/6 Lesson 2 Online contact</p> <p>Google and Parent zone Be Internet Legends</p> |
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