

## PSHE Planning.

YEAR 5 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn – Relationships	<b>Families and friendships</b> Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	<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>the impact of the need for peer approval in different situations, including online</li> <li>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</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>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>when and how to seek support in relation to friendships</li> </ul>	<a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a>
	<b>Safe relationships</b> Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	<ul style="list-style-type: none"> <li><i>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</i></li> <li><i>how to ask for, give and not give permission for physical contact</i></li> <li><i>how it feels in a person's mind and body when they are uncomfortable</i></li> <li><i>that it is never someone's fault if they have experienced unacceptable contact</i></li> <li><i>how to respond to unwanted or unacceptable physical contact</i></li> <li><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></li> <li><i>whom to tell if they are concerned about unwanted physical contact</i></li> </ul>	I have got some resources that might be a useful starting point. (attached to this email)
	<b>Respecting Ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	<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><i>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</i></li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> <li>how to report discrimination online</li> </ul>	<a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a> <a href="#">Premier League Primary Stars KS2 PSHE Developing values</a>

Spring – Living in the wider world	<p><b>Belonging to a community</b> Protecting the environment; compassion towards others PoS Refs: L4, L5, L19</p> <ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <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>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>	<p><a href="#">Premier League Primary Stars KS2</a> <a href="#">PSHE Tackling plastic pollution with Sky Ocean rescue</a></p> <p><a href="#">Team Margot – Giving help to others</a> (resources on blood, stem cell and bone marrow donation)</p> <p><a href="#">1 decision – Being responsible</a></p>
	<p><b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact PoS Refs: L12, L14</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>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>	<p><a href="#">Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson</a> <a href="#">5 Spotting fake news, Lesson 6 Understanding news is targeted</a></p> <p><a href="#">Google and Parent zone Be Internet Legends</a></p>
	<p><b>Money and Work</b> 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"> <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, working conditions, personal interests, strengths and qualities, family, values</li> <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>	

	<p><b>Physical health and Mental wellbeing</b></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<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><a href="#">PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital – The sleep factor</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
Summer – Health and wellbeing	<p><b>Growing and changing</b></p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> <li><i>how to identify external genitalia and reproductive organs</i></li> <li><i>about the physical and emotional changes during puberty</i></li> <li><i>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</i></li> <li><i>strategies to manage the changes during puberty including menstruation</i></li> <li><i>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</i></li> <li><i>how to discuss the challenges of puberty with a trusted adult</i></li> <li><i>how to get information, help and advice about puberty</i></li> <li>that for some people their gender identity does not correspond with their biological sex</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</a> (see staff files folder)</p> <p><a href="#">Betty: It's perfectly natural</a></p> <p><a href="#">1 decision Growing and Changing</a></p> <p><a href="#">Metro charity KS2 Gender</a></p>
	<p><b>Keeping safe</b></p> <p>Keeping safe in different situations, including responding in emergencies, first aid</p> <p>PoS Refs: H38, H43, H44, H45</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><a href="#">British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action</a></p> <p><a href="#">PSHE Association and GambleAware -Lesson 1 Exploring risk</a></p>
	<p><b>Keeping safe</b></p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> <li>how to protect personal information online</li> <li>to identify potential risks of personal information being misused</li> <li><i>strategies for dealing with requests for personal information or images of themselves</i></li> <li><i>to identify types of images that are appropriate to share with others and those which might not be appropriate</i></li> <li><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></li> <li><i>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</i></li> </ul>	<p><a href="#">NSPCC Share aware</a></p> <p><a href="#">1 decision – Computer safety</a></p> <p><a href="#">BBFC KS2 lessons Let's watch a film!</a></p> <p><a href="#">Making choices about what to watch</a></p>

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