

### Prior Learning Needed

- Know how individual attitudes and actions make a difference to a class
- Know about the different roles in the school community
- Know their place in the school community
- Know what democracy is (applied to pupil voice in school)
- Know that their own actions affect themselves and others
- Know how groups work together to reach a consensus
- Know that having a voice and democracy benefits the school community

## PSHE - Being Me In My World

### Year Group - 5



### Vocabulary

challenge, goal, attitude, actions, rights and responsibilities, United Nations Convention on The Rights of the Child, citizen, choices, consequences, views, opinion, collaboration, collective, decision, democracy

### Substantive Knowledge (Facts)

- Know how to face new challenges positively
- Understand how to set personal goals
- Understand the rights and responsibilities associated with being a citizen in the wider community and their country
- Know how an individual's behaviour can affect a group and the consequences of this
- Understand how democracy and having a voice benefits the school community
- Understand how to contribute towards the democratic process

### Disciplinary Knowledge (Skills)

- Be able to identify what they value most about school
- Identify hopes for the school year
- Empathy for people whose lives are different from their own
- Consider their own actions and the effect they have on themselves and others
- Be able to work as part of a group, listening and contributing effectively
- Understand why the school community benefits from a Learning Charter
- Be able to help friends make positive choices
- Know how to regulate my emotions

### Prior Learning Needed

- Know that sometimes people make assumptions about a person because of the way they look or act
- Know there are influences that can affect how we judge a person or situation
- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- Know what to do if they think bullying is, or might be taking place
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change

## PSHE - Celebrating Difference

### Year Group - 5



### Vocabulary

culture, conflict, difference, similarity, belong, culture, racism, colour, race, discrimination, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem solving, direct, indirect, happiness, celebration, artefacts developing world, display, representation

### Substantive Knowledge (Facts)

- Know what culture means
- Know that differences in culture can sometimes be a source of conflict
- Know what racism is and why it is unacceptable
- Know that rumour spreading is a form of bullying on and offline
- Know external forms of support in regard to bullying e.g. Childline
- Know that bullying can be direct and indirect
- Know how their life is different from the lives of children in the developing world

### Disciplinary Knowledge (Skills)

- Identify their own culture and different cultures within their class community
- Identify their own attitudes about people from different faith and cultural backgrounds
- Identify a range of strategies for managing their own feelings in bullying situations
- Identify some strategies to encourage children who use bullying behaviours to make other choices
- Be able to support children who are being bullied
- Appreciate the value of happiness regardless of material wealth
- Develop respect for cultures different from their own

## Prior Learning Needed

- Know what their own hopes and dreams are
- Know that hopes and dreams don't always come true
- Know that reflecting on positive and happy experiences can help them to counteract disappointment
- Know how to make a new plan and set new goals even if they have been disappointed
- Know how to work out the steps they need to take to achieve a goal
- Know how to work as part of a successful group
- Know how to share in the success of a group

# PSHE - Dreams and Goals

## Year Group - 5



## Vocabulary

dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, teamwork, cooperation, difference

## Substantive Knowledge (Facts)

- Know that they will need money to help them to achieve some of their dreams
- Know about a range of jobs that are carried out by people I know
- Know that different jobs pay more money than others
- Know the types of job they might like to do when they are older
- Know that young people from different cultures may have different dreams and goals
- Know that communicating with someone from a different culture means that they can learn from them and vice versa
- Know ways that they can support young people in their own culture and abroad

## Disciplinary Knowledge (Skills)

- Verbalise what they would like their life to be like when they are grown up
- Appreciate the contributions made by people in different jobs
- Appreciate the opportunities learning and education can give them
- Reflect on the differences between their own learning goals and those of someone from a different culture
- Appreciate the differences between themselves and someone from a different culture
- Understand why they are motivated to make a positive contribution to supporting others

# PSHE - Healthy Me

## Year Group - 5



### Prior Learning Needed

- Know how different friendship groups are formed and how they fit into them
- Know which friends they value most
- Know that there are leaders and followers in groups
- Know that they can take on different roles according to the situation
- Know the facts about smoking and its effects on health
- Know some of the reasons some people start to smoke
- Know the facts about alcohol and its effects on health, particularly the liver
- Know some of the reasons some people drink alcohol
- Know ways to resist when people are putting pressure on them
- Know what they think is right and wrong

### Vocabulary

choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, antisocial behaviour, emergency, procedure, recovery position, calm, level-headed, body image, social media, celebrity culture, altered, self-respect, comparison, eating disorder, debate, motivation

### Substantive Knowledge (Facts)

- Know the health risks of smoking
- Know how smoking tobacco affects the lungs, liver and heart
- Know some of the risks linked to misusing alcohol, including antisocial behaviour
- Know basic emergency procedures including the recovery position
- Know how to get help in emergency situations
- Know that the media, social media and celebrity culture promotes certain body types
- Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure
- Know what makes a healthy lifestyle

### Disciplinary Knowledge (Skills)

- Can make informed decisions about whether or not they choose to smoke when they are older
- Can make informed decisions about whether they choose to drink alcohol when they are older
- Recognise strategies for resisting pressure
- Can identify ways to keep themselves calm in an emergency
- Can reflect on their own body image and know how important it is that this is positive
- Accept and respect themselves for who they are
- Respect and value their own bodies
- Be motivated to keep themselves healthy and happy

# PSHE - Relationships

## Year Group - 5



### Prior Learning Needed

- Know some reasons why people feel jealousy
- Know that jealousy can be damaging to relationships
- Know that loss is a normal part of relationships
- Know that negative feelings are a normal part of loss
- Know that memories can support us when we lose a special person or animal
- Know that change is a natural part of relationships/ friendship
- Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe

### Vocabulary

attributes, qualities, characteristics, self-esteem, unique, comparison, negative self-talk, social media, online, community, safe, unsafe, gaming, violence, grooming, troll, gambling, betting, trustworthy, appropriate, physical health, mental health, peer pressure, influences, personal information, passwords, privacy, settings, profile, SMARTT rules

### Substantive Knowledge (Facts)

- Know that a personality is made up of many different characteristics, qualities and attributes
- Know that belonging to an online community can have positive and negative consequences
- Know that there are rights and responsibilities in an online community or social network
- Know that there are rights and responsibilities when playing a game online
- Know that too much screen time isn't healthy
  - Know how to stay safe when using technology to communicate with friends

### Disciplinary Knowledge (Skills)

- Can suggest strategies for building self-esteem of themselves and others
  - Can identify when an online community / social media group feels risky, uncomfortable, or unsafe
  - Can suggest strategies for staying safe online/ social media
  - Can say how to report unsafe online / social network activity
  - Can identify when an online game is safe or unsafe
  - Can suggest ways to monitor and reduce screen time
- Can suggest strategies for managing unhelpful pressures online or in social networks

# PSHE - Changing Me

## Year Group - 5



### Prior Learning Needed

- Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
  - Know that babies are made by a sperm joining with an ovum
  - Know the names of the different internal and external body parts that are needed to make a baby
  - Know how the female and male body change at puberty
  - Know that personal hygiene is important during puberty and as an adult
  - Know that change is a normal part of life and that some cannot be controlled and have to be accepted.
- Know that change can bring about a range of different emotions

### Vocabulary

body-image, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, testosterone, circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, menstruation, sanitary products, legal, laws

### Substantive Knowledge (Facts)

- Know what perception means and that perceptions can be right or wrong
- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know that sexual intercourse can lead to conception
- Know that some people need help to conceive and might use IVF
- Know that becoming a teenager involves various changes and also brings growing responsibility

### Disciplinary Knowledge (Skills)

- Can celebrate what they like about their own and others' self- image and body-image
- Can suggest ways to boost self-esteem of self and others
- Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
- Can ask questions about puberty to seek clarification
- Can express how they feel about having a romantic relationship when they are an adult
- Can express how they feel about having children when they are an adult
- Can express how they feel about becoming a teenager
  - Can say who they can talk to if concerned about puberty or becoming a teenager/adult

