



YEAR 5

PSHE CURRICULUM



Year 5 PSHE Curriculum **KNOW IT!**

What I should already know?

Why being listened to and listening to others is important in my school community.

That sometimes first impressions of someone change as we get to know them.

That sometimes bullying might be difficult to spot and what to do about it if I'm not sure.

That sometimes hopes and dreams do not come true, and we have to make new goals.

That sometimes other people can put me under pressure and can explain ways to resist this when I want to.

How people are feeling when they miss a special person or animal.

That some of my personal characteristics have come from my birth parents.

VOCABULARY

unique, ambition, confident, obstacle, evaluate, respect, emotions, anxieties, exclude, empathy, democratic, United Nations, acceptance, coping, resilience, bias, peer pressure, power, overcome, mental health, assertive, jealousy, grief, temporary, negotiate, compromise, genes, inherit

Key Vocabulary

personal	Belonging to or affecting just you.
democracy	A government that is run by the people.
international	Involving lots of nations.
refugee	A person who leaves their country to seek protection.
culture	A way of life.
prejudice	A feeling of dislike against someone because of a characteristic (e.g. race).
racism	When people are treated unfairly because of their skin colour or background.
sexism	When people are treated unfairly because of their gender.
homophobia	When people are treated unfairly because they are gay.
career	A job that adults dedicate their life to doing.
aspiration	A strong desire to achieve something.
perseverance	When you push yourself to work through challenges.
motivation	The force to keep going even when things are tough.
recovery position	A safe lying position in which people should be put when they are unconscious so that they can continue to breathe.
characteristic	A special quality or appearance that makes someone different from others.
self esteem	Self-esteem means you mostly feel good about yourself.
grooming	When someone builds a trusting relationship with a child so they can abuse or manipulate them.
trolling	Sending threatening or upsetting messages on social networks, chat rooms, or online games.
gambling	Risking money on the way a game, race or other event will end.

Year 5 PSHE Curriculum **KNOW IT!**

Puberty Key Vocabulary

Puberty	When a child's body begins to develop and change as they become an adult.
Menstruation/period	The days when blood and tissue leave a girl or woman's body through her vagina.
Sanitary Towel/Pad	A pad of thick soft material which women wear to absorb the blood during menstruation.
Tampon	An absorbent cylinder of material put inside the vagina to absorb the blood before it comes out.
Ovaries	Two oval organs inside a woman's body that produce eggs.
Vagina	The passage inside a woman's body that leads to the uterus.
Penis	An organ used for urinating and sexual reproduction.
Uterus	The part of a woman's body where a baby grows.
Semen	A whitish liquid containing sperm.
Sperm	The sperm is the human male's sex cell.
Testicles	The part of a male's body where sperm are made.
Growth spurt	A short period of time during puberty when someone experiences quick physical growth in height and weight.
Hormones	Special chemicals your body makes to help it do certain things.

TEACH IT

BEING ME IN MY WORLD

My Year ahead.

- ✎ Face new challenges positively and know how to set personal goals

Being a citizen of my country.

- ✎ Explain how democracy works and why it is important.
- ✎ Understand my rights and responsibilities as a citizen of my country

Responsibilities.

- ✎ Understand my rights and responsibilities as a citizen of my country and a member of my school
- ✎ Empathise with people in this country whose lives are different to my own

Rewards and Consequences.

- ✎ Make choices about my own behaviour because I understand how rewards and consequences feel
- ✎ Understand that my actions affect me and others

CELEBRATING DIFFERENCE

Different Cultures.

- ✎ Be aware of my own culture
- ✎ Understand that cultural differences sometimes cause conflict

Racism.

- ✎ Understand what racism is
- ✎ Be aware of my attitude towards people from different races

Rumours and Name Calling.

- ✎ Understand how rumour-spreading and name-calling can be bullying behaviour
- ✎ Describe a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one

Types of bullying

- ✎ Explain the difference between direct and indirect types of bullying
- ✎ Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied

DREAMS AND GOALS

When I Grow Up (My Dream Lifestyle).

- ✎ Understand that I will need money to help me achieve some of my dreams
- ✎ Identify what I would like my life to be like when I am grown up

Investigate Jobs And Careers: My Dream Job.

- ✎ Know about a range of jobs carried out by people I know and explore how much people earn in different jobs
- ✎ Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it

Dreams and Goals of Young People In Other Cultures.

- ✎ Describe the dreams and goals of young people in a culture different to mine

HEALTHY ME

Smoking.

- ✎ Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.

Alcohol.

- ✎ Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart

Emergency aid.

- ✎ Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
- ✎ Know how to keep myself calm in emergencies

RELATIONSHIPS

Recognising Me.

- ✎ Describe who I am as a person in terms of my characteristics and personal qualities
- ✎ Know how to keep building my own self-esteem

Safety with Online Communities.

- ✎ Understand that belonging to an online community can have positive and negative consequences
- ✎ Recognise when an online community feels unsafe or uncomfortable

Online Gaming.

- ✎ Know there are rights and responsibilities when playing a game online
- ✎ Recognise when an online game is becoming unhelpful or unsafe

CHANGING ME

Self and Body Image.

- ✎ Be aware of my own self-image and how my body image fits into that
- ✎ Know how to develop my own self esteem

Puberty for Girls.

- ✎ Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally

Puberty for Boys.

- ✎ Describe how boys' and girls' bodies change during puberty
- ✎ Express how I feel about the changes that will happen to me during puberty

Looking ahead.

- ✎ Identify what I am looking forward to when I move to my next class.
- ✎ Start to think about changes I will make next year and know how to go about this.

TEACH IT

SUGGESTED TEACHING SEQUENCE

BEING ME IN MY WORLD

✎ Children to write **five personal learning goals** for the coming year (academic, social, behavioural). Children to choose one of their goals and help each other work out the steps they need to take to achieve this goal. (BM:1)

✎ Recap children's understanding of democracy.

Ask children what they know about the UNCRC (United Nation Convention on the Rights of the Child). **Explain** that it is an international charter that was written to guarantee the rights of all children. In table groups ask the children to list what rights they think all children should have. Share some of their ideas and then hand out a set of UNCRC Article cards to each group. Invite the children to see if any of the rights on the cards matched with their ideas. Are there some rights that they hadn't thought of that are important? Est list of 6 rights. (BM:2)

✎ In groups children discuss the responsibilities they have in order to uphold the 'six rights', allowing everyone in their class to learn. Each group decides on one important responsibility for each right. They write each responsibility on a post-it, ending up with 6 post-its. (BM:3)

Ask the children to work in pairs and think of some of the issues that a refugee or asylum seeker might face when coming to live in a new country. ***Link discussion to UNCRC***

✎ **Facilitate** a discussion on the rewards and consequences that children would like to see in their class. Pull together the rewards and consequences the children think are the most important, by voting on these. (BM:4)

CELEBRATING DIFFERENCE

✎ **Invite** the children think about situations where differences have led to conflicts. **Explain** that sometimes people have conflicts with people from other cultures because they are unfamiliar to them and appear to be different. Discuss how differences in culture/s can be celebrated and shared to bring people closer together. (CD:1)

✎ **Ask** the children if they know what racism is? **Explain or clarify** that it is discrimination or a negative judgement about someone due to the colour of their skin or their race and might include their beliefs or religion. **Explain that all forms of racism are unacceptable.** (CD:2)

✎ **Reinforce** the facts about bullying. Ensure children know that name-calling and rumour-spreading can be just as hurtful as physical bullying. Discuss different forms of prejudice that can lead to bullying: sexism, racism, homophobia etc.(CD:3)

✎ **Discuss** the difference between direct and indirect bullying. Read out each of the statements, one at a time, from the direct/indirect bullying list (see Jigsaw CD:4). Children stand in either the direct or indirect corner of the room according to whether they think the behaviour read out is a form of direct or indirect bullying. (CD:4)

DREAMS AND GOALS

✎ In talking partners, **ask** the children to think about what they would like their life to be like when they are grown up. How might it be different? What might they be able to do that they can't do now? Do they have an ambition/dream that wasn't shown in the pictures? What might they like to be able to do?

Facilitate a discussion about:

✎ Who earns the most and why might that be?

✎ Who contributes the most to society?

✎ Who should earn the most based on the job they do?

✎ Do we always choose a profession based on salary?

✎ Does a high salary mean that we are successful? (DG:1)

✎ **Invite** the children to work with a partner to research their ideal job/career using the internet or school library. They will need to find out about and record:

✎ Job title

✎ Job description/main duties

✎ Qualifications needed

✎ Salary




✎ 3 steps needed to take to achieve my dream job, e.g. work hard at school, get some relevant work experience (mechanic/hairdresser), go to university, work in my dad's shop, etc. (DG:2/3)

✎ **Invite** the children to reflect on the similarities and differences in dreams and goals with children from a different culture to their own. ***Be careful not to embed stereotypes***(DG:4)




TEACH IT

SUGGESTED TEACHING SEQUENCE





HEALTHY ME

-  **Show** the class the Tobacco Industry's Poster Child (teacher to source). Focus on each of the areas of the body and the effects of smoking. Ask children if they would add any others, or mention other vital organs like the liver. Ask if smokers saw this poster would it be a good advert for smoking? Would it make them give up? Would it encourage young people to start smoking? (HM:1)
-  **Explain** that misusing alcohol can mean that people act anti-socially; ask the children why they think that is. Clarify that, for some people, anti-social behaviour starts when they have too much alcohol. Discuss how alcohol can also have a negative impact on a person's mental and physical health. (HM:2)
-  **Ask** the children to think of some emergency situations that they might come across and how they might help. **Encourage** them to think of a full range of emergencies - from someone cutting a finger to falling over in the playground to more extreme situations where someone collapses or is very ill and needs to go to hospital - and to be detailed in their explanations about how they could help. **Clarify** any points about which they are unsure and ensure that in each situation that requires it, they know to alert an adult and/or phone the emergency services and what information they should provide. (HM:3)

RELATIONSHIPS

-  Children to **explore** and **share** their own self-perception and whether it is the same as or different from their partner's view of them. Did they get any surprises? **Discuss** the possible reasons for any differences. Has their self-esteem been boosted because someone has recognised a personal quality that they didn't see in themselves? (RL:1)
-  **Ensure** that the children are aware that even a seemingly innocent text/post or activity online needs to be considered carefully and to also consider the potential consequences it might have for them and others. (RL:2/3)
-  **Explain** that any online community has some degree of risk, so we need to consider what the risks are. **Emphasise** the need to THINK before we do anything on the internet to ensure it is safe and helpful for us and others. Reinforce the different rights and responsibilities that we should expect online and the upmost need for personal safety. (RL:4)

CHANGING ME

-  **Raise** the issue of body image expectations and what is shared online and in social media. How real are these images and how much are they airbrushed / using filters to change the appearance? **Reinforce** the point that what we see online may not always be a true perception.
Explain that celebrities have professional teams to work on their appearance and have a lot more money to spend on clothes etc. This is unrealistic for the majority of people. Why is it then unfair to compare ourselves with what we see in the media, online or even against our friends? (CM:1)
-  Puberty -Girls: **Teach** the effects of puberty on the female body and how it prepares to have a baby, which results in menstruation/monthly periods. *See Jigsaw suggested script (excluding sex education content) (CM2)*
-  Puberty - Boys: Teach the effects of puberty on the male body and the functions of the male genitalia. Ensure all the children understand the male reproductive system. *See Jigsaw suggested script (excluding sex education content) (CM:3)*
-  **Invite** the class to work groups of four to **discuss** and **agree** on four changes they are looking forward to but maybe a little scared of when in the next academic year or beyond. (CM:6)