

## Year 5 – Autumn Term - Relationships

<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
<p><b>Families and friendships</b></p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<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>	<p><a href="#">Premier League Primary Stars KS2</a></p> <p><a href="#">PSHE Inclusion</a></p> <p>Go Givers: Magna Carta</p> <p>Go Givers: Belonging to groups.</p>
<p><b>Safe relationships</b></p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• 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</li> </ul>	<p>Go Givers: Valentine's Day</p> <p>Go Givers: Mind Maze</p>

<p><b>Respecting ourselves and others</b></p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> <li>• whom to tell if they are concerned about unwanted physical contact</li> <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>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</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 how to report discrimination online</li> </ul>	<p><a href="#">Primary League Primary Stars KS2 Behaviour/relationships Do the right thing</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Developing Values</a></p> <p><a href="#">The Belonging ToolKit</a></p> <p><a href="#">Go Givers: Nelson Mandela</a></p> <p><a href="#">Go Givers: Culture: The Roma</a></p> <p><a href="#">Go Givers: Dizzy Dilemmas</a></p> <p><a href="#">Go Givers: Tricky Topics</a></p>
<p><b><u>Year 5 – Spring Term – Living in the Wider World</u></b></p>		
<p><b>Belonging to a community</b></p> <p>Protecting the environment; compassion towards others</p> <p>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 PHSE Tackling plastic pollution with Sky ocean rescue</a></p> <p><a href="#">Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</a></p> <p>1 decision – Being responsible £</p> <p><a href="#">Experian – Values, money and me</a></p> <p><a href="#">Go Givers: The Gift of Sight</a></p>

		<p>Go Givers: Martin Luther King</p> <p>Go Givers: Famous Philanthropists</p> <p>Go-Givers: Sustainable Development</p> <p>Go Givers: Rights and Responsibilities</p> <p>Go Givers: Mali</p>
<p><b>Media literacy and Digital resilience</b></p> <p>How information online is targeted; different media types, their role and impact</p> <p>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 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><a href="#">City of London Police – Cyber Detectives</a></p>
<p><b>Money and Work</b></p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>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</li> </ul>	<p>Go Givers: Why do we pay taxes</p> <p><a href="#">LOUD! Network – job skills, influenced and goals</a></p> <p>** Year 5 to complete NERAP modules</p>

	<p>it</p> <ul style="list-style-type: none"> <li>that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	
<b>Year 5 – Summer Term – Health and Wellbeing</b>		
<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 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><a href="https://www.pshe-association.org.uk/content/drug-and-alcohol-education-(Year-5-6)">Drug and Alcohol Education</a><a href="https://www.pshe-association.org.uk/content/drug-and-alcohol-education-(Year-5-6)">https://www.pshe-association.org.uk/content/drug-and-alcohol-education (Year 5-6)</a></p> <p><b>Go Givers: Pioneering Nurses</b></p>
<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>to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> <li>about change as people grow up, including new opportunities and responsibilities</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> </ul>	<p><a href="#">Metro charity KS2 Gender</a></p> <p><a href="#">PSHE Association Mental Health and Wellbeing lessons (KS2 Y5-6)</a></p> <p><a href="#">Premier League Primary Stars – Self-esteem/Resilience</a></p> <p><a href="#">Medway Public Health Directorate – Primary RSE Lessons Year 4/5 Puberty</a></p> <p><a href="#">Betty: It's perfectly natural</a></p>

	<ul style="list-style-type: none"> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<p>1 decision Growing and Changing &amp;</p> <p><b>Go Givers: The green eyed monster</b></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>Go Givers: Keeping Safe in Cyberspace</b></p>