

Year 5 – Curriculum Map - PSHE

Term	Learning Focus		Memorable Experience	Innovative Challenge	Conceptual Development
	Knowledge	Skills			
<p>Autumn 1 <u>Being Me in My World</u></p>	<p>To face new challenges positively and know how to set personal goals.</p> <p>To understand my rights and responsibilities as a British citizen and as a member of my school.</p> <p>To make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>To understand how an individual’s behaviour can impact on a group.</p> <p>To understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I can identify my hopes for this school year.</p> <p>I can set personal goals.</p> <p>I can tell you what I appreciate about my school.</p> <p>I can tell you what my rights are as a British citizen.</p> <p>I can tell you what my responsibilities are as a British citizen.</p> <p>I can tell you what empathy is.</p> <p>I can empathise with people in this country whose lives are different to my own.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>To contribute to the group and understand how we can function best as a whole.</p> <p>To evaluate each other’s video clip giving constructive feedback.</p>	<p>Police Visit</p> <p>Road Safety/ Bikeability Workshop</p> <p>School Council Elections</p>		<p>Build upon:</p> <p>To increase awareness of being part of a class team; being a school citizen; rights, responsibilities and democracy (school council); rewards and consequences; group decision-making; having a voice; what motivates behaviour.</p> <p>Prepare for:</p> <p>To increase awareness of planning the forthcoming year; being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating.</p>
<p>Autumn 2 <u>Celebrating Differences</u></p>	<p>To understand that cultural differences sometimes cause conflict.</p> <p>To understand what racism is.</p> <p>To understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>To explain the difference between direct and indirect types of bullying.</p>	<p>I can share some of the aspects of my culture with the members of my class.</p> <p>I can recognise and talk about cultural differences.</p> <p>I can share my ideas about what aspects of people’s culture I think may cause conflict.</p> <p>I can tell you what racism is and why racist words are totally unacceptable.</p> <p>I can recognise ways to manage my feelings in bullying situations.</p> <p>I can suggest ways to problem-solve a bullying situation.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices.</p>	<p>Anti-bullying Week – Amy Goodall singer visit & Workshop</p> <p>Children in Need Day</p>	<p>Creating a short video promoting celebrating differences (share it in the Phase Assembly)</p>	<p>Build upon:</p> <p>To increase awareness of challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying; problem-solving; identifying how special and unique everyone is; first impressions.</p> <p>Prepare for:</p> <p>To increase awareness of cultural differences and how they can cause</p>

	<p>To compare my life with people in the developing world.</p> <p>To enjoy the experience of a culture other than my own.</p>	<p>I can tell you how to support children who are being bullied.</p> <p>I can compare my life with people in the developing world.</p> <p>I can appreciate the value of happiness regardless of material wealth.</p> <p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</p> <p>I can enjoy the experience of a culture other than my own.</p> <p>I respect my own and other people's cultures.</p>			<p>conflict; racism; rumours and name-calling; Types of bullying; material wealth and happiness; enjoying and respecting other cultures.</p>
<p>Spring 1 <u>Dreams &</u> <u>Goals</u></p>	<p>To understand that I will need money to help me achieve some of my dreams.</p> <p>To know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>To describe the dreams and goals of young people in a culture different to mine.</p> <p>To understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.</p>	<p>I can tell you what my dream is when I grow up.</p> <p>I can share my ideas about the importance of money when trying to achieve my dreams.</p> <p>I can write about my feelings and describe the dream I have for myself when I grow up.</p> <p>I can talk about different jobs and their importance.</p> <p>I can match the Salary cards with the Job cards to show who should earn the most based on the job they do.</p> <p>I can tell you what motivates me and what I need to do to achieve it.</p> <p>I can research about a job using the internet.</p> <p>I can describe the dreams and goals of young people in a culture different to mine.</p> <p>I can tell you why communicating with someone in a different culture is important.</p> <p>I can tell you ways we might support each other, e.g. through sponsorship, charity.</p> <p>I can design a poster encouraging people to support children in need.</p>	<p>Career / Parent Talk</p>	<p>Creating a Power Point presentation about 'My Ideal Job' or/and on the significance of Comic Relief/Children in Need.</p>	<p>Build upon:</p> <p>To increase awareness of hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; working in a group; celebrating contributions; resilience; positive attitudes.</p> <p>Prepare for:</p> <p>To increase awareness of future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation.</p>

<p>Spring 2 <u>Healthy Me</u></p>	<p>To know the health risks of smoking and can tell you how tobacco affects the lungs, the liver and heart.</p> <p>To know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and the heart.</p> <p>To know how to put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> <p>To know what makes a healthy lifestyle including healthy eating.</p>	<p>I can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. I can tell you what alcohol misuse is. I can tell you what anti-social behaviour is. I can explain recovery position. I can tell you how to get help in emergency situations. I can tell you how to keep myself calm in emergency situations. I can tell you why its is important to stay calm in emergencies. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. I can describe the different roles food can play in people’s lives. I can explain how people can develop eating problems (disorders). I can design a ‘Healthy Me’ poster explaining what healthy lifestyle is.</p>	<p>Sports Week</p> <p>Healthy Living Workshop</p>		<p>Build upon: To increase awareness of healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength.</p> <p>Prepare for: To increase awareness of smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy choices; motivation and behaviour.</p>
<p>Summer 1 <u>Relationships</u></p>	<p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>To recognise how friendships change, to know how to make new friends and how to manage when I fall out with my friends.</p>	<p>I can tell you what my characteristics and personal qualities are. I can tell you how to build self-esteem. I can recognise how friendships change. I can tell you how to make new friends. I can tell you how to manage when I fall out with my friends. To tell you what having a boyfriend/girlfriend</p>	<p>Internet Safety</p>		<p>Build upon: To increase awareness of jealousy; love and loss; memories and loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals</p> <p>Prepare for:</p>

	<p>To understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</p> <p>To understand how to stay safe when using technology to communicate with my friends.</p>	<p>might mean.</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it.</p> <p>I can prepare and act out a freeze- frame representing a feeling as part of a relationship.</p> <p>I can share my ideas about the pros and cons of modern technology.</p> <p>I can explain the Smart rules about how to stay safe on the internet.</p> <p>I can create a poster to show how to stay safe on the internet.</p>			<p>To increase awareness of self- recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; smart INTERNET safety rules.</p>
<p>Summer 2 <u>Changing Me</u></p>	<p>To be aware of my own self-image and how my body image fits into that.</p> <p>To explain how a girl's and a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p>	<p>I can reflect on my self- image.</p> <p>I can talk about the aspects of my self-image that make me happy or unhappy.</p> <p>I can tell you what menstruation/having a period means for girls.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can describe how boys' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I am confident that I can cope with the changes that growing up will bring.</p> <p>I can design a birthday card about what I am looking forward to in becoming a teenager.</p> <p>I can identify what I am looking forward to when I am in Year 6.</p>		<p>A group of Year 6 children invited to talk about their Y6 experience</p>	<p>Build upon:</p> <p>To increase awareness of being unique; having a baby; girls and puberty; confidence in change accepting change; preparing for transition, environmental change.</p> <p>Prepare for:</p> <p>To increase awareness of self- and body image; influence of online media on body image; puberty for girls; puberty for boys; growing responsibility; coping with change; preparing for transition.</p>