



St Mary's Bryanston Square – PSHE Curriculum Overview Year 5

School Value	Links to PSHE curriculum	Links to School Values	Topic 1	Topic 2 (and 3)
Love HT1	<p>Topic 1</p> <p>--Mental Wellbeing</p> <p>Topic 2</p> <p>--Families and people who care for me</p> <p>--Respectful Relationships</p> <p>--Mental Wellbeing</p>	<p>Discuss the word 'love'. What does this mean to you? Emphasise the importance of love for ourselves as well as love for those around us: families, friends and our communities.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><u>MENTAL HEALTH AND WELLBEING</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> to recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adult ^{SG} to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> be able to challenge the stigma around mental health and wellbeing ^{SG} 	<p><u>RELATIONSHIPS</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> to recognise that there are different types of relationships (friendships, family, romantic, online) about change, including transitions loss, separation, divorce and bereavement ^{SG} to recognise shared characteristics of healthy family life – commitment, care, spending time together, support in times of difficulties <p>Children should:</p> <ul style="list-style-type: none"> be aware of some of the problems and challenges families/parents can face ^{SG}
Forgiveness HT2	<p>Topic 1</p> <p>--Caring Friendships</p> <p>--Respectful Relationships</p> <p>--Mental Wellbeing</p> <p>Topic 2</p> <p>--Caring Friendships</p> <p>--Respectful Relationships</p> <p>--Online Relationships</p> <p>--Being Safe</p> <p>--Mental Wellbeing</p>	<p>Discuss the word 'forgiveness'. What does this mean to you? Put forgiveness in the wider contexts of a range of emotions and talk about different emotions we may experience in different scenarios.</p> <p>Explain that we are going to be discussing different feelings related to our friendships with others.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><u>BEING LEFT OUT</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about respecting differences and similarities between people and recognising what they have in common (e.g. physically, personality, background) ^{BV} how it feels to be excluded or discriminated against ^{SG BV} <p>Children should:</p> <ul style="list-style-type: none"> be able to identify similarities and differences between them and their peers ^{BV} 	<p><u>FRIENDSHIPS AND COPING WITH BULLYING</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about what constitutes a positive healthy friendship (e.g. trust, kindness, shared interests etc.) and that the same principles apply to online friendships know that friendships have ups and downs the difference between 'knowing someone online' and 'knowing someone face-to-face' and the associated risks ^{SG} about the impact of bullying and to recognise if/when they feel unsafe or uncomfortable within a friendship (online or offline) ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> know what makes a good friend (on and offline) ^{SG}

				<ul style="list-style-type: none"> be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' ^{SG} have strategies to resolve disputes in friendships know how to ask for support and from whom e.g. trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable ^{SG}
Respect HT3	<p>Topic 1</p> <ul style="list-style-type: none"> ..Mental Wellbeing ..Physical Health and Fitness ..Healthy Eating ..Health and Prevention <p>Topic 2 and 3</p> <ul style="list-style-type: none"> ..Respectful Relationships 	<p>Discuss the word 'respect'. What does this mean? Explain that we will be learning about respect for ourselves in the choices we make, even if others tell us to do something we know is wrong. We will also be learning about respect for others.</p> <p>Acknowledge that it is also very important to give other people the respect that we could like to receive (link to 'Love your Neighbour as Yourself' part of our school ethos from Mark 12:30-31.)</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><u>HEALTHY LIFESTYLES</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behaviour and ability to learn <p>Children should:</p> <ul style="list-style-type: none"> be able to identify nutritional information on food and drink labels keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation 	<p><u>STEREOTYPES AND DIVERSITY</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) ^{BV} about stereotypes; how they can negatively influence behaviours and attitudes towards others ^{SG BV} <p>Children should:</p> <ul style="list-style-type: none"> understand the law in relation to the Equality Act (2010) ^{BV} appreciate the range of national, regional, religious and ethnic identities in the United Kingdom ^{SG BV} have strategies to challenge these stereotypes ^{SG BV} <p><u>SELF-RESPECT AND PERSONAL GOALS</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> to recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others how to set goals and targets for themselves

				<p>Children should:</p> <ul style="list-style-type: none"> recognise and model respectful behaviour (including online) ^{SG} produce a personal plan with regards to their goals
<p>Feeling Safe</p> <p>HT4</p>	<p>Topic 1 --Being Safe --Internet Safety and Harms</p> <p>Topic 2 --Drug, Alcohol and Tobacco --Being Safe</p>	<p>What makes us feel safe in school, at home and in our wider community? Gather ideas for how we can be safe. What do children already know?</p> <p>We will be discussing how we can make smart choices to help us to stay safe.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><u>PERSONAL SAFETY</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about situations which could cause them personal risk ^{SG} that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child ^{SG BV} <i>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</i> ^{SG BV} (<i>Suggested content, not statutory</i>) about the importance of keeping personal information private; how to manage requests for personal information or images of themselves and others online ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media and the responsible use of ICT) ^{SG} <i>know some basic facts about FGM in relation to the Rights of the Child and British law and know where to go to get help and support</i> ^{SG BV} (<i>Suggested content, not statutory</i>) 	<p><u>DRUG EDUCATION – LEGAL AND ILLEGAL DRUGS</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects ^{SG} about different beliefs around drug use and drug users (using social norms e.g. very few young people smoke) ^{SG} strategies to resist drug use ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> understand some basic facts around risks, effects and the law of various legal and illegal drugs ^{SG} be able to challenge myths about drug use and drug users ^{SG} be able to demonstrate assertiveness skills to help resist peer pressure around drug use ^{SG}

Honesty HT5	<p>Topic 1</p> <p>..Internet Safety and Harms</p> <p>Topic 2</p> <p>..Economic Wellbeing</p> <p>..Being a responsible citizen</p>	<p>Discuss the word 'honesty'. What does this mean? Is everyone around us always honest? This term we will be looking at reliability of the information we read and how democracy works.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><u>MEDIA LITERACY AND DIGITAL RESILIENCE</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results about some of the different ways information and data is shared and used online, including for commercial purposes <p>Children should:</p> <ul style="list-style-type: none"> be able to talk about how to be a discerning user of the internet 	<p><u>WHAT MAKES A DEMOCRACY?</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how local democracy works^{BV} <p>Children should:</p> <ul style="list-style-type: none"> be able to identify the key elements of a democracy^{BV}
Curiosity HT6	<p>Topic 1</p> <p>..Changing Adolescent Body</p> <p>..Mental Wellbeing</p> <p>Topic 2</p> <p>..Respectful Relationships</p> <p>..Careers</p> <p>Topic 3</p> <p>..Being a responsible citizen</p>	<p>Discuss word 'curiosity'. What does this mean to you? Talk about why it is important to be curious and show interest in the world around us. Explain that we are going to be learning about money and our aspirations for ourselves. Take some ideas about what they would like to learn and what they do know already about each topic as you teach this, what makes us 'curious' to learn about this? What do we want to find out?</p>	<p><u>PUBERTY</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> to identify the external genitalia and internal reproductive organs in males and females^{SG} that for some people gender identity does not correspond with their biological sex^{SG} (<i>Suggested content, not statutory</i>) about the main physical and emotional changes during puberty (including key facts about the menstrual cycle, menstrual wellbeing, erections and wet dreams)^{SG} about the importance of good personal hygiene during puberty <p>Children should:</p> <ul style="list-style-type: none"> be able to describe what happens during menstruation and sperm production (physical and emotional changes) be able to explain how to keep clean during puberty know who to go to for help and support during puberty (<i>link with DfE's period product scheme</i>) 	<p><u>WORKING TOGETHER AND ASPIRATIONS</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> how they can work together to bring about change about some of the skills, including enterprise skills, that will help them in their future careers e.g. teamwork, communication and negotiation <p>Children should:</p> <ul style="list-style-type: none"> listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns^{SG} work collaboratively towards shared goals to develop strategies^{SG} to resolve disputes and conflict through negotiation <p><u>MONEY</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> I know that some things are better value for money than others and that I can make comparisons between prices when deciding what is best value for money that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) <p>Children should:</p> <ul style="list-style-type: none"> be able to discuss how making informed choices can help us make the most of our money run a simple marketing project in teams

Blue = Relationships Education

Purple = Health Education

Orange = Other Areas of PSHE

SG = contributes to safe guarding

BV = contributes to British Values