






PSHE Long Term Plan Hadrian Y5




Y5 PSHE	
National Curriculum Objectives KS2	Key Links
<p>Relationships and Health Education Framework End of Primary Objectives</p>	<p>Premier League Primary Stars www.pshe-association.org.uk KS2 PSHE Inclusion</p> <p>Premier League Primary Stars www.pshe-association.org.uk KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars www.pshe-association.org.uk KS2 PSHE Developing values</p> <p>Premier League Primary Stars www.pshe-association.org.uk KS2 PSHE Tackling plastic pollution with Sky Ocean rescue</p> <p>Team Margot resources on blood, stem cell & bone marrow donation (pshe-association.org.uk) Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>1decision primary PSHE education resources www.pshe-association.org.uk Being responsible £</p> <p>NewsWise news literacy project and resources www.pshe-association.org.uk KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted</p> <p>Google and Parent Zone KS2 internet safety resource www.pshe-association.org.uk Be Internet Legends</p> <p>The Sleep Factor lesson plans & PowerPoints www.pshe-association.org.uk PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital– The sleep Factor</p> <p>www.pshe-association.org.uk Metro charity KS2 Gender</p>



[Mental health and emotional wellbeing PowerPoint lesson plans \(pshe-association.org.uk\)](http://pshe-association.org.uk)
 PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)
[Premier League Primary Stars | www.pshe-association.org.uk](http://www.pshe-association.org.uk) Selfesteem/Resilience
www.pshe-association.org.uk British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action
[Gambling | www.pshe-association.org.uk](http://www.pshe-association.org.uk) Lesson 1 Exploring risk




Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Relationships Families and friendships	<ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded; • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met; 	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and 	Healthy, friendships, relationship, influence, communication, support, peer

		<ul style="list-style-type: none"> • that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right; 	<ul style="list-style-type: none"> • reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships 	
<p>Progression</p> 	<p>Managing friendships and peer influence</p>			
<p>Teacher Subject Knowledge</p> 	<p>The principles of positive relationships also apply online, especially as, by the end of primary school, many children will already be using the Internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.</p>			
<p>Cross Curricular Links</p> 	<p>Computing</p>			




Autumn 2	Relationships Safe relationships Respecting ourselves and others	<ul style="list-style-type: none"> • that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact; • how to report concerns or abuse and the vocabulary and confidence • the importance of permission-seeking and giving in relationships with friends, peers and adults. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know; • about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe; • that in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in 	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • 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 • whom to tell if they are concerned about unwanted physical contact • to recognise that everyone should be treated equally • why it is important to listen 	Permission, contact, uncomfortable, unacceptable, secret, worried, concerned Treated, equally, respect, discrimination, bullying, online, report, safety
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		<p>positions of authority;</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; • what a stereotype is and how stereotypes can be unfair, negative or destructive; • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; 	<p>and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <ul style="list-style-type: none"> • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online 	
<p>Progression</p> 	<p>Physical contact and feeling safe Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>			
<p>Teacher Subject Knowledge</p>	<p>Pupils will be taught to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including</p>			




	<p>online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and, as part of a comprehensive programme and whole-school approach, this knowledge can support safeguarding of children.</p>			
<p>Cross Curricular</p>  <p>Links</p>	<p>Computing Black History Month</p>			
<p>Spring 1</p>	<p>Living in the wider world Belonging to a community</p>	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority; • practical steps they can take in a range of different contexts to improve or support respectful relationships; 	<ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility 	<p>Resources, protecting, environment, actions, compassion, responsibility</p>

			towards the environment	
Progression 	Protecting the environment; compassion towards others			
Teacher Subject Knowledge 	Pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.			
Cross Curricular Links 	Computing Science Maths			
Spring 2	Living in the wider world Media literacy and Digital resilience Money and Work	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted; • how to be a discerning consumer of information online, including understanding that information, including that from search engines, is 	<ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased 	Identify, purpose, fact, opinion, stereotypes, reliable, information Jobs, ambition, career,



		<p>ranked, selected and targeted;</p> <ul style="list-style-type: none"> ● that the Internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health; ● the importance of self-respect and how this links to their own happiness; ● what a stereotype is and how stereotypes can be unfair, negative or destructive; 	<ul style="list-style-type: none"> ● that some media and online content promote stereotypes ● how to assess which search results are more reliable than others ● to recognise unsafe or suspicious content online ● how devices store and share information ● to identify jobs that they might like to do in the future ● about the role ambition can play in achieving a future career ● how or why someone might choose a certain career ● about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values ● the importance of diversity and inclusion to promote people's career opportunities ● about stereotyping in the workplace, its impact and how to challenge it 	<p>conditions, inclusion, diversity</p>
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			<ul style="list-style-type: none"> that there is a variety of routes into work e.g. college, apprenticeships, university, training 	
<p>Progression</p> 	<p>How information online is targeted; different media types, their role and impact Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>			
<p>Teacher Subject Knowledge</p> 	<p>pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. Relationships Education also creates an opportunity to enable pupils to be taught about</p>			
<p>Cross Curricular Links</p> 	<p>Computing</p>			
<p>Summer 1</p>	<p>Health and wellbeing Physical health and</p>	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including 	<ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them 	<p>Lifestyle, healthy, outdoors, sun safety,</p>

	Mental wellbeing	<p>physical and emotional changes</p> <ul style="list-style-type: none"> ● about menstrual wellbeing, including the key facts about the menstrual cycle. ● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn; ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; ● about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer; ● the facts and science relating to allergies, immunisation and vaccination. ● about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing; 	<ul style="list-style-type: none"> ● about the benefits of being outdoors and in the sun for physical and mental health ● how to manage risk in relation to sun exposure, including skin damage and heat stroke ● how medicines can contribute to health and how allergies can be managed ● that some diseases can be prevented by vaccinations and immunisations ● that bacteria and viruses can affect health ● how they can prevent the spread of bacteria and viruses with everyday hygiene routines ● to recognise the shared responsibility of keeping a clean environment 	illness, cleanliness, virus, allergies
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<p>Progression</p> 	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>			
<p>Teacher Subject Knowledge</p> 	<p>benefits and importance of daily exercise, good nutrition and sufficient sleep, giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.</p>			
<p>Cross Curricular Links</p> 	<p>Science PE</p>			
<p>Summer 2</p>	<p>Health and wellbeing Growing and changing Keeping Safe</p>	<ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives; that others' families, either in school or in the wider world, 	<ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes that for some people their gender identity does not correspond with their biological sex how to recognise, respect and express their 	<p>personal identity, gender, recognise, respect, express, well being Unsafe, emergency, risk, FGM, injuries,</p>

		<p>sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</p> <ul style="list-style-type: none"> ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests; ● the rules and principles for keeping safe online, how to recognise risks, harmful 	<p>individuality and personal qualities</p> <ul style="list-style-type: none"> ● ways to boost their mood and improve emotional wellbeing ● about the link between participating in interests, hobbies and community groups and mental wellbeing ● to identify when situations are becoming risky, unsafe or an emergency ● to identify occasions where they can help take responsibility for their own safety ● to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour ● how to deal with common injuries using basic first aid techniques ● how to respond in an emergency, including when and how to contact different emergency services ● that female genital 	<p>responsibility</p>
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		<p>content and contact and how to report them;</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary; • concepts of basic first-aid, for example, dealing with common injuries, including head injuries. • how and when to seek support, including which adults to speak to in school if they are worried about their health. 	<p>mutilation (FGM) is against British law¹</p> <ul style="list-style-type: none"> • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	
<p>Progression</p> 	<p>Personal identity; recognising individuality and different qualities; mental wellbeing Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>			
<p>Teacher Subject Knowledge</p> 	<p>Pupils will be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example, the scouts or girl guide movements), are beneficial for health and wellbeing. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.</p>			

<p>Cross Curricular Links</p> 	<p>Science Computing PE</p>
<p>Education for a Connected World (Throughout the year)</p>	<ul style="list-style-type: none"> • I can assess and justify when it is acceptable to use the work of others • I can give examples of content that is permitted to be reused <p>Copyright and ownership</p> <ul style="list-style-type: none"> • I can explain why copying someone else's work from the internet without permission can cause problems.
<p>Key texts</p> 	<p>How To Change The World Rashmi Sirdeshpande Armistice Runner Tom Palmer</p>