

## Year 5 PSHE Medium Term Planner

Term	Strand	In this unit of work, students learn...
1	<p><b><u>Health and wellbeing</u></b></p> <p><b>Physical health and Mental wellbeing</b></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><b>PoS Refs: H8, H9, H10, H12</b></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</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>
1	<p><b><u>Relationships</u></b></p> <p><b>Families and friendships</b></p> <p>Managing friendships and peer influence</p> <p><b>PoS Refs: R14, R15, R16, R17, R18, R26</b></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>
1	<p><b><u>Living in the Wider World</u></b></p> <p><b>Belonging to a community</b></p> <p>Protecting the environment;</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> </ul>

	<p>compassion towards others</p> <p><b>PoS Refs: L4, L5, L19</b></p>	<ul style="list-style-type: none"> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>
2	<p><b><u>Relationships</u></b></p> <p><b>Safe relationships</b> Physical contact and feeling safe</p> <p><b>PoS Refs: R9, R25, R26, R27, R29</b></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> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>
2	<p><b><u>Living in the wider world</u></b></p> <p><b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact</p> <p><b>PoS Refs: L12, L14</b></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>
2	<p><b><u>Health and Wellbeing</u></b></p> <p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><b>PoS Refs: H30, H31, H32, H34</b></p>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</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> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>

<b>3</b>	<p style="text-align: center;"><b><u>Relationships</u></b></p> <p><b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p><b>PoS Refs: R20, R21, R31, R33</b></p>	<ul style="list-style-type: none"> <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> </ul>
<b>3</b>	<p style="text-align: center;"><b><u>Living in the Wider World</u></b></p> <p><b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p><b>PoS Refs: L27, L28, L29, L31, L32</b></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 it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>
<b>3</b>	<p style="text-align: center;"><b><u>Health and Wellbeing</u></b></p> <p><b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p><b>PoS Refs: H38, H43, H44, H45</b></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> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>

