



The PSHE Curriculum

Year 5

Year 5	Family and relationships
RSE/Mental health and wellbeing statutory guidance	
<p>RSE Statutory Guidance</p> <p>Caring friendships</p> <ul style="list-style-type: none"> Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems. How important friendships are in making us feel happy and secure, and how people choose and make friends 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. <p>Families and people who care for me</p> <ul style="list-style-type: none"> Pupils should know that others’ families, either in school or in the wider world, 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. Pupils should know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness. Pupils should know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Pupils should know 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. 	
British Values Links:	
<ul style="list-style-type: none"> Individual liberty Mutual respect Tolerance of those with different faiths and beliefs Rule of law 	
Cross-Curricular Links:	
<p>History</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. <p>Computing</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	
Prior Learning	Future Learning
<p>Year 1</p> <ul style="list-style-type: none"> Know that families can include different people. Know the families looks after us. Know that certain information is personal about me and my family. Know some characteristics of a good friend. Know stereotypes about boys and girls. <p>Year 2</p> <ul style="list-style-type: none"> Know that families can be made up of different people. Know that families may be different to my family. Know how some problems which might happen in friendships. 	<p>Year 6</p> <ul style="list-style-type: none"> Know that a conflict is a disagreement or argument and can occur in friendships. Know the concepts of negotiation and compromise. Know that everyone deserves respect but respect can be lost. Know that stereotypes can lead to bullying and discrimination. Know that loss and change can cause a range of emotions. Know grief is the process people go through when someone close to them dies.

<ul style="list-style-type: none"> • Know that some problems in friendships might be more serious and need addressing. <p>Year 3</p> <ul style="list-style-type: none"> • Know that I can talk to trusted adults or services such as Childline if I experience family problems. • Know that bullying can be physical or verbal. • Know that bullying is repeated, not a one-off event. • Know that violence is never the right way to solve a friendship problem. • Know that trust is being able to rely on someone and it is an important part of relationships. • Know the signs of a good listener. • Know that there are similarities and differences between people. • Know some stereotypes related to age. <p>Year 4</p> <ul style="list-style-type: none"> • Know that families are varied in the UK and across the world. • Know the different roles related to bullying including the victim, bully and bystander. • Know that everyone has the right to decide what happens to their body. • Know the courtesy and manners which are expected in different scenarios. • Know some stereotypes related to disability. • Know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. 	
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Substantive Knowledge Acquired in the Unit

<ul style="list-style-type: none"> • Know that marriage is a legal commitment and a choice people can make. • Know that, if I have a problem, I can call ChildLine on 0800 1111. • Know what attributes and skills make a good friend. • Know what might lead to someone bullying others. • Know what action a bystander can take when they see bullying. • Know that positive attributes are the good qualities that someone has. • Know that stereotypes can be unfair, negative and destructive. • Know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.
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Misconceptions

Some children may think:

<ul style="list-style-type: none"> • If a friendship has a problem, it means the friendship will end • People can only get married to people from the opposite sex • What I think about myself doesn't have an impact on me – it only matters what others think of me • Gender stereotypes do not exist • Men and woman have always been see as equal •

By the end of this unit pupils will:

<ul style="list-style-type: none"> • Describe what qualities a good friend should have and recognise which of these they have and which they could develop. • Recognise that friendships have ups and downs and this is normal.

- Understand what marriage is and know that it is a choice people make.
- Understand that we all have a range of attributes that make us who we are and we should be proud of these.
- Understand that sometimes families can make children feel unhappy or unsafe.
- Understand why someone might bully others.
- Understand that attitudes and laws around gender equality have changed over time.
- Understand that stereotypes exist and these can lead to discrimination.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Week 7	Lesson 8
Retrieval	<p>1. _____ is the ability to understand other peoples feelings. Empathy or sympathy</p> <p>2. _____ is feeling sorry for someone Empathy or sympathy</p> <p>3. A family can include parents who are the same sex- true or false?</p>	<p>1. if a friendship is making you unhappy you should... not say anything, hope it gets better, argue with your friends, speak to your friend and explain how you are feeling</p> <p>2. Name three things you need to make a good friend</p> <p>3. where might you need to be MOST careful with your manners? At home, at a friends, at a place of worship, at a shop</p>	<p>1. there are skills you need to be friends with people. True or false?</p> <p>2. what might happen as a result of a friendship problem? The friends brings up the problem all the time, you permanently fall out, the friendship gets stronger, the friends never fall out again</p> <p>3. showing generosity is an important skill to have as a friend</p>	<p>1. Marriage is a legal/illegal _____ by two people who choose to be _____</p> <p>2. What is a civil partnership?</p> <p>3. How old must you be to get married?</p>	<p>1. Families from around the world may have different traditions when a baby is born. True or false?</p> <p>2. define what attribute means.</p> <p>3. what can knowing our positive attributes do for us? Make our families proud, helps us show off to people, helps us know ourselves and feel proud of what we can do, shows we are better than others</p>	<p>1. Define bullying</p> <p>2. which of these should you do to not be a bystander and help someone who is being bullied? Tell someone immediately, be assertive if necessary, help the victim, all of the above</p> <p>3. Change this statement so it is a positive message to yourself <i>I'm rubbish at that.</i></p>	<p>1. define stereotypes</p> <p>2. Which of these is a stereotype? Some girls like pink and some girls like blue, girls and boys can play with any toy they want, girls only like dolls and boys only like dinosaurs</p> <p>3. Which of these is true about stereotypes? There is nothing we can do about stereotypes, we can help people think differently about stereotypes, they do not exist anymore</p>	<p>1. Remove the incorrect part of this statement <i>a marriage is a legal commitment by two people who choose to be together, but they must be a man and a woman</i></p> <p>2. name something that happened to woman because of a change in law</p> <p>3. What happens if a marriage does not work out?</p>
Learning Objective:	To understand how to form and maintain positive relationship.	To explore the ups and downs of friendships	To understand the concept of marriage.	To understand self-respect.	To understand that family relationships can sometimes make children feel unhappy and what they can do if this happens	To understand more about bullying and how to get help.	To recognise how attitudes to gender have changed over time.	To explore the impact of stereotypes and how they can lead to discrimination.
Key vocabulary	Tier 3 Friendship Skills	Tier 2 Solution	Tier 2 Legal	Tier 2 Attribute Assertive	Tier 3 Family Positive	Tier 3 Bullying Bystander	Tier 2 Equality Stereotype	Tier 2 Sympathy Tier 3

	Good skills	Tier 3 Friendship Problem Strengthened	Tier 3 Wedding Marriage Religion Lifelong	Tier 3 Proud Skill Self-talk Self-care	Problem Help Support	Cyberbullying Victim Unkind Report	Discrimination Tier 3 Changed Protected characteristics	Bereavement Death Loss Helpful
Possible outcome	Explain to the children that they are going to write instructions for 'How to build a friend'. These instructions will list all the qualities of a good friend and will explain why these qualities are important and how they can make you feel.	Invite children to think of good aspects of friendship. Children consider how they would overcome difficulties. Put children in groups and ask them to think about and write down a made up friendship problem. Invite groups to swap and answer problems from another group.	Children watch the presentation on the history of marriage. They produce a poster to share some of the facts they have learnt about marriage.	Explain to the children that they should draw one thing in each area that reminds them of how they can show respect to themselves. They should think about things that are personal to them, for example, is there a particular boundary they wish to assert, is there a particular act of self-care they know they need to make time for, can they recognise a strength they didn't realise they had or can they turn negative self-talk into positive self-talk by being kinder to themselves?	Children work through all parts of the Women's Aid: Year 5 secrets and stories. They discuss what might be happening to the characters, how the characters might be feeling and do the secrets the characters are keeping seem like good secrets.	Watch the clip ' BBC Teach: Bullying: The other side of the story - Ariana's story '. Teacher plays the role of Ariana and children have to ask questions to Ariana about the bullying incident.	Explain to the children that they are going to write a newspaper article celebrating a change in gender treatment or equality. The stories can reflect either changes for females or males.	Children are given questions based on a set of photographs of people. Children discuss their answers with the class and children discuss if they are stereotyping based on their answers.
British values				Individual liberty		Mutual respect	Mutual respect	Tolerance of those with different faiths and beliefs Rule of law

Year 5	Health and wellbeing
RSE/Mental health and wellbeing statutory guidance	
<ul style="list-style-type: none"> Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. That mental wellbeing is a normal part of daily life, in the same way as physical health. The importance of sufficient good quality sleep for good health. Pupils should know that mental wellbeing is a normal part of life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	
Health and prevention <ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer 	
British Values Links:	
<ul style="list-style-type: none"> Individual liberty 	
Cross-Curricular Links:	
PE <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. PSHE Association <ul style="list-style-type: none"> L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcome 	
Prior Learning	Future Learning
Year 1 <ul style="list-style-type: none"> Know that families can include different people. Know the families looks after us. Know that certain information is personal about me and my family. Know some characteristics of a good friend. Know stereotypes about boys and girls. Year 2 <ul style="list-style-type: none"> Know that families can be made up of different people. Know that families may be different to my family. Know how some problems which might happen in friendships. Know that some problems in friendships might be more serious and need addressing. Year 3 <ul style="list-style-type: none"> Know the positive impact relaxation can have on the body. Know the importance of belonging. Know what being lonely means and that it is not the same as being alone. Know what a problem or barrier is and that these can be overcome. Year 4 <ul style="list-style-type: none"> Know that visualisation means creating an image in our heads. Know that different job roles need different skills and so some roles may suit me more than others. Know that it is normal to experience a range of emotions. 	Year 6 <ul style="list-style-type: none"> Know that vaccinations can give us protection against disease. Know that changes in the body could be possible signs of illness. Know that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). Know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. Know that a number of factors contribute to my mental health (diet, exercise, rest/relaxation). Know the effects technology can have on mental health.

- Know that mental health refers to our emotional wellbeing, rather than physical.
- Know that mistakes can help us to learn.
- Know who can help if we are worried about our own or other people's mental health.

Substantive Knowledge Acquired in the Unit

- Know the risks of sun exposure.
- Know that relaxation stretches can help us to relax and de-stress.
- Know that calories are the unit that we use to measure the amount of energy certain foods give us.
- Know that what we do before bed can affect our sleep quality.
- Know what can cause stress.
- Know that failure is an important part of success.

Misconceptions

Some children may think:

- The sun does not harm our bodies
- Failure is a negative thing which should be avoided
- You will always sleep so having routines won't make a difference
- Yoga will only benefit adults who enjoy exercise
- I am not fit enough to do yoga
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By the end of this unit pupils will:

- Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel.
- Describe how they can get a good night's sleep and explain why this is important.
- Describe why they should embrace failure.
- Describe a strategy to help manage feelings of failure and to help them to persevere.
- Set themselves goals and consider how they will achieve them.
- Describe a range of feelings and suggest two ways of dealing with a difficult situation.
- Demonstrate an understanding of what calories are and how to use them to help plan healthy meals.
- Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet.
- Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	1. Which activity would help us relax? Laughter , running around, shouting at people, watching a scary film 2. After breathing exercises you will hopefully feel.... Calm , angry, emotional, nervous	1. everyone will have the same feelings about a situation true or false ? 2. Define relaxation 3. Name two stresses that someone may experience	1. What is this quote trying to tell us? 'the only bad mistakes is the one we learn nothing from'. 2. Name 3 negative emotions you may experience.	1. What is another word for resilience? Perseverance , responsibility, confidence, independence 2. name an emotion you are unlikely to feel when you fail.	1. Why is it important to express your feelings? To stop feelings building up into an outburst, to get help, to offload problems, all of the above 2. Consent is... not letting people do things, giving permission for	1. What will happen to your skin if you do not protect it from the sun? 2. Complete the 5 S's to help us protect ourselves from the sun... Slip on a _____ Slop on _____ Slap on a _____ Shade

	3. Doing physical activity can help you digest your food? True or false 4. which of these do you not need to stay physically healthy? Balanced diet, exercise, sleep, quiet time		3. name 3 positive emotions you may experience	3. Name three suggestions for someone to get a better night sleep.	something to happen , people doing what they want, a feeling of sadness 3. name two things you can do to help you achieve a goal.	Sunglasses 3. Sophie doesn't know how deal with situations which make her feel angry or upset- what advice would you give her?
Learning Objective:	To use yoga poses and breathing to relax.	To understand the benefits of sleep.	To understand the purpose of failure.	To learn how to set short-term, medium-term and long-term goals	To take responsibility for their own feelings and actions and to use vocabulary to describe these	To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection.
Key vocabulary	Tier 2 Stresses Worries Tier 3 Yoga Meditation Thoughts Relaxation	Tier 2 Quantity Tier 3 Quality Relax Sleep Rest	Tier 2 Experience Tier 3 Failure Succeed Overcome	Tier 3 Goal Achieve Plan Steps	Tier 3 Emotion Destiny Assertive Feeling	Tier 2 Responsibility Tier 3 Risk Weather UV rays Sunburn Sun cream
Possible outcome	Watch the video on the 'The science of yoga' to show how this form of mediation can have a positive impact on the body. Children try yoga using cosmic kids adventure on VideoLink.	As a class explore the NHS guidance on sleep. Children create a video for younger children on how to get a good nights sleep and the importance of sleep.	Children are given maths challenges which are age appropriate. Children write down words to describe how they feel when they fail to a task. Children reframing negative words with positive thoughts.	Hand out a copy of the <i>Activity: Goals sheet</i> to each pupil and ask them to write what they want to achieve at each of these points: next week, end of term and end of Year 6. Encourage them to include values and attributes as well as skills and achievements and remind them that they need to be SMART.	Show pupils the <i>Presentation: Choose your destiny</i> and discuss what other choices there would have been in that situation. Ask children to create their own 'choose your destiny' story, based on different emotions. This can be written or in comic book format as long as it contains at least one choice and two contrasting outcomes.	Working in pairs the children read the sun safety cards and answer the scenarios.
British values					Individual liberty	

Year 5	Safety and the changing body
RSE/Mental health and well-being guidance	
<p>Relationship and sex guidance</p> <ul style="list-style-type: none"> How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Changing adolescent body</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 physical and emotional changes. Pupils should know about the menstrual wellbeing including the key facts about the menstrual cycle. <p>Basic first aid</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. 	
Cross-Curricular Links:	
<p>Computing</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p>Science</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	
Prior Learning	Future Learning
<p>Year 1</p> <ul style="list-style-type: none"> Know that some types of physical contact are never appropriate. Know what to do if I get lost. Know that a hazard is something which could cause an accident or injury. Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Know that emergency services are the police, fire service and the ambulance service. <p>Year 2</p> <ul style="list-style-type: none"> Know that some types of physical contact are never appropriate. Know what to do if I get lost. Know that a hazard is something which could cause an accident or injury. Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Know that emergency services are the police, fire service and the ambulance service. 	<p>Year 6</p> <ul style="list-style-type: none"> Know that online relationships should be treated in the same way as face to face relationships. Know where to get help with online problems. Know the risks associated with drinking alcohol. Know how a baby is conceived and develops.

<p>Year 3</p> <ul style="list-style-type: none"> Know that cyberbullying is bullying which takes place online. Know the signs that an email might be fake. Know the rules for being safe near roads. <p>Year 4</p> <ul style="list-style-type: none"> Know there are risk with sharing things online. Know the difference between private and public. Know the risks associated with smoking tobacco. Know the physical changes to both males and female bodies as people grow into adults from children. Know asthma is a condition that causes airways to narrow. 	
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Substantive Knowledge Acquired in the Unit

- Know the steps to take before sending a message online (using the THINK mnemonic).
- Know some of the possible risks online.
- Know some strategies I can use to overcome pressure from others and make my own decisions.
- Know the process of the menstrual cycle.
- Know the names of the external sexual parts of the body and the internal reproductive organs.
- Know that puberty happens at different ages for different people.
- Know how to assess a casualty's condition.

Misconceptions

Some children may think:

- Changes in puberty are only physical
- If someone is bleeding the first thing you should do is cover it up
- Only females go through emotional changes
- All girls start their periods at the same age
- Puberty begins at the same age for everyone
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By the end of this unit pupils will:

- Understand what is safe online and what to do before sending a message.
- Identify possible online dangers, suggesting ways to stay safe.
- Accurately name all the relevant parts of the body
- Understand the changes their own gender will go through during puberty.
- Assess a casualty's condition.
- Understand that other people can influence our decisions but we have the right to make our own choices.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Retrieval	1. which two things are the best ways to avoid being pressured to do something	1. if you cannot speak to an adult, which organization will help you with	1. what is puberty? Changes from a baby to a child, changes which happen	1. complete the PANTS rules- Private parts are _____	1.What causes puberty? Mood, what we eat, hormones , who are parents are	1. what should you do if someone has an asthma attack? Try keep them calm and	1. Which of these are most risky to share online? Your name, a picture of where you live, a	1. before making a big decision, what should you do? Ask a friend, go with your instinct,

	<p>you don't want to do? Repeatedly saying no, saying no once, trying it to see if you like it, moving away from the situation</p> <p>2. Someone sending fake emails to try and trick you into sending personal information is called _____</p> <p>cyberbullying, phishing, password, emailing</p> <p>3. which of these is a sign of a fake email? Spelling mistakes, not calling you by your real name, attachment without an explanation, offers that are too good to be true e.g winning money</p>	<p>your problems? Red cross, NSPCC, Samaritans, ChildLine</p> <p>2. Which of these may not be a reliable website? A website with a link on your school website, a website given to you by your teacher, a website which comes high up the search, a website your parents have already checked</p> <p>3. which two statements are most important when sharing online. Is what I am sharing Funny, going to upset someone, true, going to make me popular?</p>	<p>when a child becomes an adult, getting older, growing up</p> <p>2. The female private parts are called _____</p> <p>3. The male private parts are called _____</p> <p>4. who do our private parts belong to?</p>	<p>Always remember your body belongs to _____</p> <p>No means _____</p> <p>Talk about _____ that upset you _____</p> <p>someone can help you</p> <p>2. which of these personal hygiene tips should people follow who are going through puberty? Showering or having a bath daily, washing your face daily, washing your body with soap, all of the above</p> <p>3. during puberty boys voices become higher, true or false?</p>	<p>2. What is the best definition of private? Something only you know about, something you and people you trust know about, something to worry about, something to be embarrassed of</p> <p>3. Girls usually start their periods between the ages of _____ and they tend to last between _____ days</p>	<p>ask if they have an inhaler, use someone else's inhaler, leave them on their own and get an adult, try take their mind off it</p> <p>2. If someone has been stung and are struggling to breathe, what two things should you do? Keep them calm, dial 999 for help, give them a drink, keep an eye on them to see if it gets worse</p> <p>3.What should you NOT do if you found some tablets? Shallow them, take them to a trusted adult, not touch them, warn others not to touch them</p>	<p>photo of you in your school uniform, your pet's name</p> <p>2. change the statement so it is correct .. at the beginning of puberty, boys experience physical changes and girls experience emotional changes. During puberty, boys and girls experience physical and emotional changes.</p> <p>3. if someone has a wound that is bleeding what should you do first? Check to make sure nothing is in it, ring 999, apply a dressing, run it under cold water.</p>	<p>toss a coin, weigh up the for and against points</p> <p>2. Josh is worried about something. His friend Jake tells him his worries will go away after a while. Is this good advice?</p> <p>3. what advice would you give Josh?</p>
Learning Objective:	To begin to understand some issues related to online friendships including the impact of their actions.	To learn about staying safe online.	To understand physical changes during puberty.	To understand the menstrual cycle.	To understand emotional changes during puberty.	To understand how to help someone who is bleeding or who has suffered a head injury.	To begin to understand the influence others have on us and how we can make our own decisions.	To begin to understand the risks of smoking and the benefits of being a non-smoker.
Key vocabulary	Tier 2 Acquaintance	Tier 2 Appropriate	Tier 3 Puberty	Tier 3 Menstruation	Tier 2 Attraction	Tier 2 Reassuring	Tier 3 Hygiene	Tier 3 Smoker

	Tier 3 Online Friend Trust Consent Share	Tier 3 Sharing Risk Danger Private Consent	Change Cervix Ovary Fallopian tube Uterus Vagina Vulva Clitoris Urethra Labia Penis Bladder Sperm Duct Scrotum Breasts Nipples Menstruation	Period Egg Ova Ovaries Fallopian tube Uterus Womb Bleeding Lining Sanitary products Towels Tampons Erections Wet dreams Ejaculation	Tier 3 Puberty Change Feelings	Positioning Circulating Tier 3 Arteries Heart Severe Minor Veins Shock Oxygen Red blood cells White blood cells Infection Bandaging Safety Concussion Emergency	Height Brest Physical Penis Testicles Hips Waist Shoulders Puberty Chest hair	Tobacco Risk
Possible outcome	Give each pupil a copy of the <i>Activity: Survey – sharing</i> (or the support version or the extension version), which invites them to say what they would share with different people. Look at the results and discuss how different people might have different ideas and that is fine.	Explain to the children that they will be working in groups to create a storyboard for an animation to help other children of their age learn about online safety issues and to give them advice about how to stay safe online. Today they will be doing the planning and they will do the actual animation in a separate lesson.	Display <i>Pupil video: Puberty</i> (whichever version you have chosen to use), which looks at the external parts of girls' and boys' bodies and changes that happen during puberty. Look at both the activities used (<i>Activity: Male internal body parts activity</i> and either <i>Activity: Female internal body parts – including the clitoris</i> or the <i>Activity: Female internal body parts – excluding the clitoris</i>) and identify body	Show children the video about the menstrual cycle. Allow time for children to ask questions about the information which is shared in the session. Children complete a true or false quiz at the end of the session to retrieve key knowledge.	Arrange the children in groups and give each group a copy of the <i>Activity: Puberty scenarios</i> . Invite the children to work in their groups to come up with an answer for each scenario. Once the groups have discussed their ideas and solutions to the scenarios, open the discussion of the scenarios to the whole class.	Children use the resources from the links below about bleeding and head injuries: 'St John Ambulance lesson plan: Bleeding' . St John Ambulance lesson plan : Head injuries .	Put the children into pairs and give each pair a copy of <i>Activity: Body changes</i> . Ask them to discuss and write down the physical differences between each stage that they can see. Label or draw on the person on the left the hygiene issues someone going through puberty might experience (e.g. greasy hair, spots, smelling differently).	Arrange the children in pairs and give each pair a copy of the <i>Activity: Effects of smoking</i> , which shows two body outlines. Ask the children to draw or write down some of the effects of being a smoker on the left-hand person, and some of the benefits of being a non-smoker on the right-hand side.

			parts that both males and females have.					
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Year 5	Growing up in Gainsborough
PSHE non-statutory guidance	
Learning opportunities in Living in the Wider World L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.‘ L3. about the relationship between rights and responsibilities.‘ L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; L7. to value the different contributions that people and groups make to the community environment (e.g. reducing, reusing, recycling; food choices) ‘ Preparing to play an active role as citizens ‘Pupils should be taught: g. what democracy is, and about the basic institutions that support it locally and nationally;’	
British Values Links:	
<ul style="list-style-type: none">• Rule of law• Individual liberty• Mutual respect• Democracy	
Cross-Curricular Links:	
English Spoken language: <ul style="list-style-type: none">• participate in discussions, presentations, performances, role play, improvisations and debates Geography <ul style="list-style-type: none">• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water’	
Prior Learning	Future Learning
Year 1 <ul style="list-style-type: none">• Know the school rules.• Know that different pets have different needs.• Know the need of younger children and these change over time.• Know that all people are different. Year 2 <ul style="list-style-type: none">• Know some of the different places where rules apply.• Know that some rules are made to be followed by everyone and are known as ‘laws’.• Know some of the jobs people do to look after the environment in school and the local community.• Know how democracy works in school through the school council.	Year 6 <ul style="list-style-type: none">• Know that human rights are there to protect everyone.• Know why individual campaign for causes they believe in.• Know some environmental issues relating to food.• Know that I have a responsibilities for other people and living things.• Know what discrimination and prejudice is.• Know the contribution that people with protected characteristics bring to society.• Know how the government works.

<ul style="list-style-type: none"> • Know that everyone has similarities and differences. <p>Year 3</p> <ul style="list-style-type: none"> • Know the rights children have. • Know that not all children benefit from rights. • Know that children have the responsibility to make sure other children can benefit from rights. • Know that recycling rubbish helps protect the environment. • Know what I can do to increase/improve recycling at home/school. • Know what a community is. • Know that there are buildings and places that are there for the community. • Know that charities support different things in our community. • Know why we have rules in the community. <p>Year 4</p> <ul style="list-style-type: none"> • Know that everyone has human rights. • know why these rights are important. • Know who helps to protect human rights. • Know that groups exist do different things in a community. • Know that communities are made up of different groups. • Know the role of the local councillor. 	
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Substantive Knowledge Acquired in the Unit

<ul style="list-style-type: none"> • Know what happens when someone breaks the law. • Know that rights apply to everyone. • Know how reducing materials and energy help the environment. • Know how contributions to the community are recognised and valued. • Know how the Parliament works.

Misconceptions

Some children may think:

<ul style="list-style-type: none"> • All crimes lead to people ending up in prison. • It is only a crime if it is done to somebody else. • Graffiti isn't a crime. • Energy is only used by humans. • The Prime Minister makes all the decisions for the country. • Decisions made the Government only affect London.

By the end of this unit pupils will:

<ul style="list-style-type: none"> • Understand what happens when someone breaks the law. • Understand what rights are and that freedom of expression is one of these rights. • Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. • Understand how people contribute to society and how this is recognised. • Understand the role of pressure groups. • Understand the basics of how parliament works including the parts of parliament.
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Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	<p>1. a community group can make an area a better place to live. True or false</p> <p>2. which of these would make a successful community? A mix of people including gender, age and skills, everyone being the same, having a large group of older people, having lots of people who have been to college.</p> <p>3. Who does the convention of human rights apply to? Children, adults, everyone is rich countries, everyone</p>	<p>1. if someone breaks the law, the victim of the crime decides what happens to the perpetrator. True or false?</p> <p>2. what is a jury made up of?</p> <p>3. Name the three things the court can decide if someone is found guilty.</p>	<p>1. The process of changing waste into reusable materials. What is this describing? Recycling, reusing, rubbish, throwing away</p> <p>2. How does recycling help the environment? Choose two. Reduces the amount of rubbish, people buy less, rubbish can be washed and used again, reduces the use of new material</p> <p>3. which of these is not an environmental benefit of reusing something? It saves energy by not recycling it, it saves materials as new things aren't made, it reduces the need to buy new things, it saves money</p>	<p>1. define diversity</p> <p>2. the right to freedom of expression means you can say what you think as long _____</p> <p>3. put these words from the hierarchy of waste in the correct order starting from the top. Disposal, reuse, reduce, recycle</p>	<p>1. Katrina makes an effort to buy items that do not have plastic packaging, is she helping the environment?</p> <p>2. Why?</p> <p>3. name three ways someone could contribute to their local environment</p>	<p>1. Local councils make decisions about... the country, a region, a county or city, where they live</p> <p>2. how does someone become a local councilor? They are elected by local people, the leader chooses them, they are the oldest person in the council, your name is picked out a hat</p> <p>3. only adults in the area can tell local councilors what they think. True or false?</p> <p>4. What is voting? One person making all the decisions, an unfair way to make decisions, a fair way to make decisions that affect a group of people, a way of leaving people out of the decision</p>
Learning Objective:	To begin to understand what happens when the law is broken.	To explore the links between rights and responsibilities.	To understand how reducing our use of energy will help the environment.	To understand how we recognise and value the contribution people make to the community.	To recognise the role of pressure groups.	To begin to understand how Parliament works.
Key vocabulary	<p>Tier 2</p> <p>Consequence</p> <p>Rule</p> <p>Law</p> <p>Tier 3</p> <p>Crime</p> <p>Police</p>	<p>Tier 2</p> <p>Right</p> <p>Responsibility</p> <p>Tier 3</p> <p>Freedom of expression</p>	<p>Tier 2</p> <p>Reduce</p> <p>Environment</p> <p>Energy</p> <p>Tier 3</p> <p>Materials</p>	<p>Tier 2</p> <p>Contribution</p> <p>Community</p> <p>Society</p> <p>Recognition</p> <p>Tier 3</p> <p>Mental health</p> <p>Wellbeing</p>	<p>Tier 2</p> <p>Charity</p> <p>Campaign</p> <p>Tier 3</p> <p>Pressure group</p>	<p>Tier 2</p> <p>Opposition</p> <p>Tier 3</p> <p>Parliament</p> <p>Monarch</p> <p>Government</p> <p>House of Commons</p> <p>House of Lords</p> <p>Prime Minister</p>
Possible outcome	The children need to understand that law is a	Children learn about the freedom of expression.	Children explore the waste hierarchy	Explain that sometimes people make a really big	The children find out about the pressure	Share the video 'Introduction to

	complex collection of rules that apply to a country and affect what they do. Children explore crime rates in the Southwest Ward and identify the top three. They discuss what effects these crimes have on the local area.	They understand that graffiti is a form of expression. Children discuss the issues around graffiti in the area. They create ideas that would allow people to express themselves artistically within the community without creating graffiti.	diagram. Children list actions that the community could do to reduce the use of energy to help the environment.	contribution to the community, either locally to where they live or to a particular region or to the whole country. Children have a visitor from the Beard Fisherman where they find out the contribution this group makes to supporting the mental wellbeing of the community.	group Keep Britain Tidy. They explore ways in which they can improve litter issues in the local area. They discuss these in groups and share back to the whole class.	UK Parliament Children complete the parliament quiz to gain a better understanding.
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Year 5	Economic Wellbeing
Cross-Curricular Links:	
PSHE Association (Living in the wider world) <ul style="list-style-type: none"> L17. about the different ways to pay for things and the choices people have about this. L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money. L20. to recognise that people make spending decisions based on priorities, needs and wants. L21. different ways to keep track of money. L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. L24. to identify the ways that money can impact on people's feelings and emotions. L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them. Mathematics <ul style="list-style-type: none"> use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 	
Prior Learning	Future Learning
Year 1 <ul style="list-style-type: none"> Know that coins and notes have different values. Know some of the ways children may receive money. Know that it is wrong to steal money. Know that banks are places where we can store our money. Know some jobs in school. Know that different jobs need different skills. 	Year 6 <ul style="list-style-type: none"> Know that there are certain rules to follow to keep money safe in a bank. Know that gambling is a risk where money, or something else, is swapped in hope of winning something better or more money. Know that different jobs have different routes into them. Know that banks and organisations such as Citizen Advice can help with money related issues.

<p>Year 2</p> <ul style="list-style-type: none"> Know some of the ways in which adults get money. Know the difference between a 'want' and 'need'. Know some of the features to look at when selecting a bank account. <p>Year 3</p> <ul style="list-style-type: none"> Know that there are different ways to pay for things. Know that budgeting money is important. Know that there are a range of jobs available. Know that some stereotypes can exist around jobs. <p>Year 4</p> <ul style="list-style-type: none"> Know that money can be lost in a variety of ways. Know the importance of tracking money. Know that many people will have more than one job in their lifetime. Know ways to overcome stereotyping in the workplace. 	
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Substantive Knowledge Acquired in the Unit

<ul style="list-style-type: none"> Know when money is borrowed it needs to be paid back usually with interest. Know that it is important to prioritise spending. Know that income is the amount of money received and expenditure is the amount of money spent. Know some ways that people lose money.
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Misconceptions

Some children may think:

<ul style="list-style-type: none"> Stereotypes do not exist anymore It is up to you how you spend your money so there are no risks involved Borrowing money does not have any charge A budget only includes how much money you have Expenditure is based on wants not needs
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By the end of this unit pupils will:

<ul style="list-style-type: none"> Understand that borrowing money is a way to pay for something but this has to be repaid. Understand what income and expenditure are and how these can be recorded. Understand that there are risks associated with money and what some of these are. Understand how to create a weekly budget, including prioritising needs over wants. Understand that stereotypes can exist in the workplace and how these can affect people.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	1. it is important to keep track of your money so you know how much money you have left. True or false? 2. The money you have, the money you want to spend	1. what should you do if you borrow money? Repay it all , repay some of it, borrow more money to pay it, not repay it 2. What does a bank	1. Which of these does NOT help you keep track of money? Bank statement, tracking spending, a budget, having a bank card	1. Paying to enter a competition is a risk associated with money true or false 2. what is the most important thing to	1. What is not important when applying for a job? The pay you get, the skills you have, your interests, what people look like who work there

	<p>and the money you want to save. What is this describing? Budget, expense, plan, credit card</p> <p>3. which of these are false? There are lots of different jobs, there are some jobs I might not want to do, people do jobs they are interested in, the job I choose to do now is the job I will do when I am older</p>	<p>statement show you? How much money is in your account, how much money has gone out of your account, how much money has gone in and out of your account and how much is left.</p> <p>3. name two ways you can keep track of your money so you know how much you have left.</p>	<p>2. Who might you borrow money off without any interest charges? The bank, credit card, family, mortgage</p> <p>3. income is money _____ coming in/ going out</p> <p>4. expenditure is money _____ coming in/going out</p>	<p>remember when using a card or phone to buy something? You need a receipt, you can use it as much as you like, you must have enough money to buy the item, you need to tell the cashier you are using a card or phone</p> <p>3. Define income</p> <p>4. define expenditure</p>	<p>2. which of these is of highest priority for most families to spend money on? Clothes, toys, food, days out</p> <p>3. A family member getting a new job is a challenge on a families budget- discuss</p> <p>4. give some examples of income for children your age.</p>
Learning Objective:	To understand that a loan can be a way to pay for things but that it needs to be repaid	To understand income and expenditure and how to track money.	To understand some risks associated with money.	To understand how to put together a weekly budget.	To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations.
Key vocabulary	Tier 3 Lend Borrow Interest Repayment	Tier 3 Income Expenditure Earn Save Spend	Tier 3 Lose Stolen Risk Chance	Tier 3 Want Need Income	Tier 3 Job Career Skill Interest
Possible outcome	<p>Give a copy of the <i>Activity: Repaying loans</i> to each pupil. Explain to the children that they are going to look at whether the person can afford the loan in each of the cases described. Once the children have completed the amount each person has left and whether they can afford the loan, discuss what else they might think about before deciding to take the loan.</p>	<p>Put the children into pairs and ask them to work through the <i>Activity: Budgeting scenarios</i> to track each child's income and expenditure. They then need to answer the questions at the end. Once children have completed the scenarios discuss some of the questions with the children. Focus particularly on the options they selected for the children to get the extra money they wanted.</p>	<p>Get the children to stand up from their chairs. Read out each statement in the <i>Activity: Risk statements</i> and use the discussion points provided to discuss them as a class. After each statement is read out, ask the children to put their hand up if they think the statement is high risk or keep their hand down if they think the statement is low risk.</p>	<p>Explain to the children that having a budget and knowing what expenses you have is really important. Share slide 3 showing the scenario for Family C and ask the children to imagine: A member of their family cannot work and their income drops to £300 per week. How would that affect their budget? You might want to discuss not only cut backs but also ways to save money, such as finding better deals on things like electricity. Also discuss how the family might feel about this. There is a large increase in the cost of housing, fuel and running a</p>	<p>Using some of the examples from the Attention grabber activity, discuss what might happen in the workplace. Then discuss the <i>Activity: Discrimination scenarios</i>. Ask whether the children think that the treatment in these scenarios is fair.</p> <p>Put the children in pairs or small groups and ask them to discuss what they think people can do about stereotypes and discrimination in the workplace. For example, challenging people who make comments, employing people who defy the</p>

				car, how would this affect the budget? Discuss ways the family might cope, e.g. cutting back on other things or looking for cheaper options. Discuss how the family might feel about this.	stereotypes, teaching people about stereotyping.
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