Year Five
PSHE
(including RHE)

Curriculum

PORTER CROFT
Church of England Primary Academy

Here at Porter Croft, PSHE (personal, social, health and economic) education is a school curriculum subject through which children and young people acquire knowledge and skills to stay safe, be healthy (physical and mentally) and prepared for life, and work, in the modern world. Each PSHE unit is delivered over a series of lessons every half term, PSHE lessons are also where pupils will receive the statutory RHE (relationship and health education) content. As a parent/carer you play a vital role in their personal and social development. Therefore, PSHE education should always be a partnership between schools and parents/carers. This guide will support you to contribute to your child's education outside of school.

The PSHE curriculum is organised into three themes: 'health and wellbeing'; 'relationships', and 'living in the wider world' (which focusses on careers, media literacy and economic wellbeing). Topics in lessons include age-appropriate teaching about healthy lifestyles (e.g. diet, fitness and maintaining good mental health); relationships, including friendships and families; personal safety (including online); growing and changing; study skills; media literacy and digital resilience (including how to recognise fake news); managing risk and personal safety; money, careers and preparing for the world of work.

In addition to the PSHE curriculum, we also use Project EVOLVE (a national online safety scheme of work) to supplement pupils' knowledge and skills and ensure pupils are equipped to keep themselves safe online. Project EVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives.

To enhance PSHE curriculum learning, promote inclusive education and community cohesion, each half term we also use' No Outsider' books. 'No Outsiders' is a scheme which uses stories to prompt discussion around diversity and inclusive education which can help prepare young people for life as global citizens.

As part of our work to provide an inclusive and diverse curriculum, we have implemented Andrew Moffat's 'No Outsiders' scheme of work. Using a different picture book each half term, the children look at Protected Characteristics such as disability, race, gender, age and faith. The Protected Characteristics are nine personal characteristics or situations that cannot be used as a reason to discriminate against someone according to law. The vision of the project is to develop our pupils as inclusive, global citizens. All books are age appropriate and many of the books for the project are already part of our curriculum

The information in this booklet includes details of what is covered and an outline of the planned curriculum for each year group. This will give you an overview of what your child is being taught, and what is considered age-appropriate for them to be learning.

Y5

Lesson	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing (Healthy, Happy Week)
1	Community C1 What is prejudice?	Growing Up G4 What is menstruation?	Friends Fr1 What makes a close friend?	Physical P1 Is there such thing as a perfect body?	Family Fa1 Why do some people get married?	Mental health M1 Does everyone have the same feelings?
2	C2 What is the history of prejudice?	No Outsiders SO, R, RB, D	Fr2 Can we be different and still be friends?	P2 How can I stay fit and healthy?	Fa2 Are families ever perfect?	M2 Should we be happy all the time?
3	C3 What should I do if I encounter prejudice?	KS2 Anti-Racism Education L5 – Unconscious Bias	Fr3 Should friends tell us what to do?	P3 How can I avoid getting ill?	Fa3 Is there such thing as a normal family?	No Outsiders SO
4	No Outsiders SO, S, MCP	Project Evolve Online Safety Online Bullying L1	Fr4 Why are some people unkind?	No Outsiders	No Outsiders S, R, RB	KS2 Anti-Racism Education L6 – Being Anti-Racist in Our Actions
5	Project Evolve Online Safety Online Relationships L2	Project Evolve Online Safety Online Bullying L2	No Outsiders R	Project Evolve Online Safety Online Bullying L6	Project Evolve Online Safety Managing Online Information L7	Project Evolve Online Safety Health Wellbeing and LIfestyle L2
6	Project Evolve Online Safety Online Relationships L3	Project Evolve Online Safety Online Bullying L3	Project Evolve Online Safety Online Bullying L5	Project Evolve Online Safety Managing Online Information L6	Project Evolve Online Safety Managing Online Information L8	Project Evolve Online Safety Health Wellbeing and LIfestyle L4

Project Evolve	Online Relationships L2 and L3 Online Bullying L1 and L2	Online Bullying L3, L5 and L6	Managing Online Information L6, L7, L8 Health Wellbeing and Lifestyle L2 and L4

Autumn 1

C1 What is prejudice?

Objectives

1. Know that unconscious bias exists
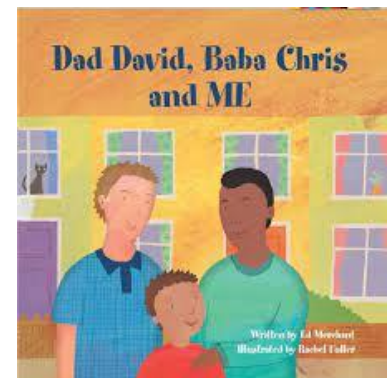2. Understand why some people discriminate
3. Know the protected characteristics

Key vocabulary

Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic

PSHE links

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R21. about discrimination: what it means and how to challenge it

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

C2 What is the history of prejudice?

Objectives

1. Explore the history of prejudice
2. Understand how that history impacts people who are alive today

Key vocabulary

Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic

PSHE links

R30

R32

R33.

R21.

R19.

R20.

L9.

L10.

C3 What should I do if I encounter prejudice?

Objectives

1. Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying
- Identify the most common types of prejudice
- Identify the protected characteristics in the equality act
- Know what to do if they encounter, experience or witness prejudice

Key vocabulary
Race, racism, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
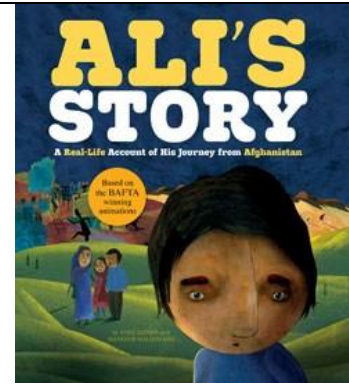
PSHE links
R21. about discrimination: what it means and how to challenge it
R19.
R20.
L9.
L10.
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

Project EVOLVE Unit: Online relationships

I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.

Outcome Criteria
- I can describe what is meant by harm.
- I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart
- I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible.

I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups)

Outcome Criteria
- I can give examples of the online (or offline) communities to which I belong.
- I can describe some of the positive things I do in these communities and can explain how my behaviour impacts on others.
- I can describe how online communities collaborate and the benefit of doing this.

Autumn 2

G4 What is menstruation?

NHS staff in Sheffield have recommended that this unit is taught at the end of year 4 or in year 5

Objectives

1. Understand the process of menstruation and how to manage it effectively

Key vocabulary

Menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus

PSHE links

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)

Project EVOLVE Unit: Online Bullying

I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

Outcome Criteria

I can explain some differences between online and offline bullying

I know some of the different ways people can be hurtful to others online

I know how to be an 'upstander' online

I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying

Outcome Criteria

- I can describe what 'banter' is.
- I can describe how I would know if something was banter.
- I know that bullying is different from banter

I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult

Outcome Criteria

- I would know who to speak to if someone I know was being bullied online.
- I can identify different support that is available to someone who is being bullied online.
- I understand if someone is at risk of harm I need to tell a responsible adult

Spring 1

<u>Fr1 What makes a close friend?</u>

Objectives

1. Understand what it takes to be a good friend
2. Empathise with people who are excluded

Key vocabulary
Kindness, friendship, inclusion, transition

<u>*PSHE links*</u>

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

<u>Fr2 Can we be different and still be friends?</u>

Objectives

1. Understand that we don't have to be the same as everyone else to have friends
2. Appreciate that we should respect other people, irrespective of their unique characteristics
3. Understand that friendships change over me, and our friends often have different opinions, feelings and motivations to ours

Key vocabulary
jealousy, betrayal, different, excluding, including,

<u>*PSHE links*</u>

R10.

R11.

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R14.

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it
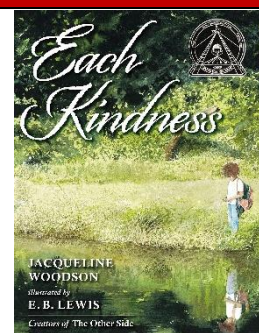
R30.

Fr3 Should friends tell us what to do?

Objectives

1. Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship
2. Appreciate that friends should make us feel good and safe
3. Identify behaviour that is controlling or manipulative
4. Identify issues around consent and coercion

Key vocabulary

Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure
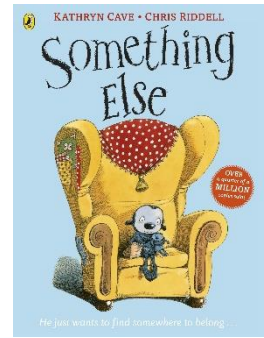
PSHE links

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friend ships as to face-to-face relationships

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

Fr4 Why are some people unkind?

Objectives

1. Identify the reasons why some children bully
2. Understand that violence is always wrong, our body belongs to us
3. Develop skills to avoid conflict and reconcile differences

Key vocabulary

Bullying, cyberbullying, discrimination, insecurities, fear, anger

PSHE links

R30.

R11.

R14.

R30.

R17.

R19

R20.

R21.

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Project EVOLVE Unit: Online Bullying

I can explain how to block abusive users

Outcome Criteria

- Know how to block abusive users on the different platforms, apps and games that they use.
- Understand how to report posts, images, videos and photos on the different platforms, apps and games that they use.
- Describe these processes to someone else
- online
- I understand if someone is at risk of harm I need to tell a responsible adult

Spring 2

P1 Is there such thing as a perfect body?

Objectives

1. Analyse representation of beauty in the media
2. Understand that the images we see in the media affect the way we see and judge ourselves and others
3. Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieng, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame)

Key vocabulary
Body image, self-esteem, unrealistic, expectations, insecurity

PSHE links
H2. about the elements of a balanced, healthy lifestyle
H3. about choices that support a healthy lifestyle, and recognise what might influence these
L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

P2 How can I stay fit and healthy?

Objectives

1. Understand how regular exercise and a balanced diet can

Key vocabulary
Body image, self-esteem, unrealistic, expectations, insecurity

PSHE links
H1. how to make informed decisions about health
H2.
H3.
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

P3 How can I avoid getting ill?

Objectives

1. Understand the risks of taking drugs, alcohol and tobacco
2. Understand why getting the right amount of sleep is important
3. Identify the ways to avoid damage caused by the sun
4. Identify key indicators of poor health
5. Understand the importance of getting the correct amount of sleep
6. Know strategies to help them to sleep better
7. Understand the importance of dental hygiene

Key vocabulary

Oral hygiene, flossing, tooth decay, plaque

Science links: *(Y6) Pupils should be taught to: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function*

Project EVOLVE Unit: Online Bullying

I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix)

<u>Outcome Criteria</u>

- I would know who to speak to if someone I know was being bullied online
- I can identify different support that is available to someone who is being bullied online
- I understand if someone is at risk of harm I need to tell a responsible adult

Project EVOLVE Unit: Managing Online Information

I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).

<u>Outcome Criteria</u>

- Understand that some online content may be commercially promoted.
- Know what is meant by content that is sponsored or boosted.
- Understand that some influencers or vloggers are paid to promote items.
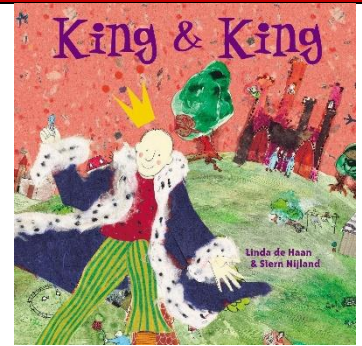- Recognise that where content is sponsored, it is not always apparent.

Summer 1

Fa1 Why do some people get married?

Objectives
1. Understand why some people get married
2. Appreciate that not everyone wants to get married
3. Know that forced marriage is illegal

Key vocabulary
Marriage, wedding, ceremony, gay

PSHE links
R3. about marriage and civil partnership as a legal declaration
of commitment made by two adults who love and care for each other, which is intended to be lifelong
R4. that forcing anyone to marry against their will is a crime; that help and support is available to for themselves or others
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.

Fa2 Are families ever perfect?

Objectives
1. Identify the positive features that should be present in a family
2. Learn how to disagree with respect
3. Know the difference between secrets and surprises (when to break confidentiality)
4. Understand the concept of consent
5. Revisit that "My body belongs to me"

Key vocabulary
Consent, secrets, surprises, unwanted, fault

PSHE links
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
R26. about seeking and giving permission (consent) in different situations
H45. 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
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
R27. about keeping something *confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret*
L2. to recognise there are human rights, that are there to protect everyone
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Fa3 Is there such thing as a normal family?

Objectives
1. Understand the diversity of home lives
2. Appreciate that many people have heritage from other countries and may have dual heritage
3. Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun

PSHE links

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R32.

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L7. to value the different contributions that people and groups make to the community

R33.

Project EVOLVE Unit: Managing Online Information

I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.

Outcome Criteria

- Know what the term 'stereotype' means.
- Understand how stereotypes may be reinforced online.
- Recognise how stereotypes can influence perceptions of others online

I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.

Outcome Criteria

- Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.
- Explain what is meant by a 'hoax'.
- Explain why someone would need to think carefully before they share

Summer 2

M1 Does everyone have the same feelings?

Objectives

1. Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately
2. Identify positive and negative emotions and the impact these have on our mental wellbeing
3. Identify our own triggers for negative emotions
4. Understanding that some people find it hard to read and express emotions
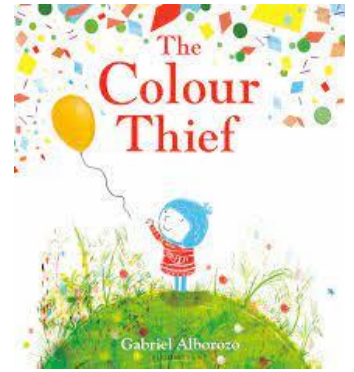
Key vocabulary
Angry, anxious, worried, frustrated, confused, emotional reaction

PSHE links

H1. how to make informed decisions about health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time

outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

M2 Should we be happy all the time?

Objectives

1. Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health.
2. Explore ways of coping with big and small life events.
3.

Key vocabulary
Loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control

PSHE links

H16.
H18.
H19.
H17.
H20.

Project EVOLVE Unit: Health, wellbeing and lifestyle

I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.

Outcome Criteria
Recount the concept of healthy sleep
Can identify activities when using technology that could negatively impact on sleep
Can offer simple strategies to manage technology before bedtime

I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing

<u>Outcome Criteria</u>
- Explain what in-app purchasing is (including loot boxes).
- Identify the benefits but also the risks of in-app purchases.
- Know that I should always ask permission when making an online purchase

Legal and illegal drugs- (taught during Happy and Healthy Week)

<u>*Legal and illegal drugs*</u>
 Objectives
 1.What are legal and illegal drugs?
2. What are the attitudes towards drugs?
3. How does peer pressure have an impact?