



PSHE including RSE MEDIUM TERM PLANNING March 2020

YEAR 5 AND 6

Please note that this plan is to be taught in conjunction with the planning for the e-safety module

Relationships and sex education	E-safety
Drugs, Alcohol and Tobacco	Careers education and personal finance
Citizenship	Emotional and mental wellbeing
SEAL	Health and Prevention

Skills to be taught throughout the year		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> 1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 	<ol style="list-style-type: none"> 1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on 	<ol style="list-style-type: none"> 1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk



<p>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</p> <p>8. Recognising and managing the need for peer approval</p>	<p>different roles; the ability to recognise and learn from others' experience)</p> <p>5. Negotiation (including flexibility, self-advocacy and compromise)</p> <p>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</p> <p>7. Responding to the need for positive affirmation for self and others</p>	<p>8. Evaluating social norms</p> <p>9. Reviewing progress against objectives</p>
Autumn 1	Year 5	Year 6
<p><u>Respectful Relationships</u></p>	<p>I understand simple, safe routines to prevent the spread of bacteria and viruses</p> <p>I can name and explain male and female body parts, relating to Sex and Relationship Education</p> <p>I know the ways in which boys and girls grow and develop in puberty - physically and emotionally</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my</p>	<p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia and racism on individuals and communities</p> <p>I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p><u>I understand that the internet can be a</u></p>



	<p>feelings towards myself, my family and others in a positive way</p> <p>I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship</p> <p>I know where individuals, families and groups can get help and support</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point <u>including in online relationships</u></p>	<p><u>negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</u></p> <p>I know about human reproduction including conception</p> <p>I understand the physical and emotional changes I will go through at puberty</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people</p> <p>I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship</p> <p>I know how to ask for help and have a</p>
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		<p>range of strategies to resist pressure</p> <p>to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret</p> <p>I can recognise the difference between aggressive and assertive behaviour and developed some strategies to resolve disputes and conflict</p>
Autumn 2	Year 5	Year 6
Being Safe	<p><u>I understand the importance of permission-seeking and giving in relationships with friends, peers and adults</u></p> <p>I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, in the local environment (rail, farm, water and fire)</p>	<p>I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures and where to get help</p> <p>I recognise the responsibility I have due to increased independence and can keep myself and others safe</p> <p>I can respond to challenges including recognising, managing and assessing</p>



	<p>I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website</p> <p>I can use online tools safely to exchange information and collaborate with others within and beyond school</p> <p>I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school</p> <p>I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others</p> <p>I understand that the person that I think I am communicating with on-</p>	<p>risks in different situations and can manage them responsibly</p> <p><u>I understand the facts and science relating to immunisation and vaccination</u></p> <p>I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances including what is meant by the term 'habit' and why habits can be hard to change</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school</p> <p>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online</p>
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	<p>line may not be who they say they are. I know how to present myself safely online eg social media sites</p> <p>I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media</p>	<p>I understand that the person that I think I am communicating with on- line may not be who they say they are I understand the need to use respectful language and know the legal consequences for sending offensive e- communications I understand how the media (advertising and internet) may influence my opinions and choices</p>
Spring 1	Year 5	Year 6
<p><u>My Healthy Lifestyle and Mental Wellbeing</u></p>	<p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including positive self-image. I know where individuals, families and</p>	<p>I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions I can manage my time to include regular exercise</p>



	<p>groups can get help and support</p> <p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p>I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others</p> <p>I understand what resilience is and have strategies I can use to build my own resilience</p> <p><u>I understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking</u></p> <p><u>I know where and how to seek support including whom in school I should speak to if I am worried about my own or somebody else's mental wellbeing or ability to control their emotions.</u></p>	<p>I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g. body image, managing finances etc</p> <p>I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet</p> <p>I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs</p> <p><u>I understand that it is common for people to experience mental ill health. For many people that do, the problems can be resolved if the right support is made available, especially if accessed early enough</u></p>
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Spring 2	Year 5	Year 6
<p>Me and my Future</p>	<p>I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices</p> <p>I know and understand how I can develop skills to contribute in the future</p> <p>I know that there are a range of earnings for different jobs</p> <p>I am able to plan for future spending</p> <p>I understand how and why people save</p> <p>I can differentiate between essentials and desires - needs and wants</p> <p>I understand 'value for money' and can make informed choices to get 'value for money'</p> <p>I am able to assess 'best buys' in a range of circumstances</p> <p>I am able to understand and manage feelings about money, my own and others</p>	<p>I can describe the different ways of looking at people's careers and how they develop and I am aware of the main types of employment in my area now and in the past</p> <p>I know that I have the same rights and opportunities in learning and work the same as other people.</p> <p>I recognise and use the qualities and skills to be enterprising</p> <p>I can describe and start to demonstrate some of the key qualities and skills that employers are looking for</p> <p>I know what is deducted from earnings and why</p> <p>I can differentiate between manageable and unmanageable debt</p> <p>I am able to use cheques, credit and debit cards etc.</p>



	I can discuss wider issues such as 'does money make you happy?'	<p>I understand that money we earn also supports the community</p> <p>I understand different ways of keeping track of my money and can manage a budget</p> <p>I understand simple risk and return</p> <p>I am able to 'read', bank statements etc</p> <p>I understand that managing money is complex but there are people who can help</p>
Summer 1	Year 5	Year 6
Becoming an active citizen	<p>I know how to access local and national support groups</p> <p>I can talk and write about my opinions</p> <p>I know that circumstances in other countries and cultures may be different from our own</p> <p>I know about Fair Trade and what it means</p> <p>I know that individual and community rights and responsibilities need to be</p>	<p>I can describe some of the different beliefs and values in British society and</p> <p>demonstrate respect and tolerance towards people who are different from myself</p> <p>I understand what being part of a community means and I can take part more fully in school and community activities</p>



	<p>taken into account when making decisions</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p>	<p>I can demonstrate a sense of social justice and moral responsibility</p> <p>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child</p> <p>I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>I can research, discuss and debate topical issues, problems and events</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>I am aware of how the media present information and that the media can be both a positive and negative influence</p> <p>I know about the basic institutions that support democracy locally and</p>
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		<p>nationally</p> <p>I can act upon the different kind of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>I can critique how the media present information</p> <p>I can discuss controversial issues in a mature manner</p>
Summer 2	Year 5	Year 6
Moving on	<p>I can identify positive achievements during my time in Year 5</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 6</p> <p>I can explain what I am worried about and what I am looking forward to in Year 6</p> <p>I know what to expect when I start Year 6</p> <p>I can understand why other people are behaving as they are when they are</p>	<p>I can identify positive achievements during my time in Primary School</p> <p>I can explain what I am worried about and what I am looking forward to in Year 7</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 7</p> <p>I know what to expect when I start Year 7</p> <p>I can take part and reflect on a planned programme of transition to KS3</p>



	<p>finding change difficult. I know some of the ways of dealing with the feelings that sometimes arise from changes</p>	<p>I know how change can interfere with our feelings of belonging I can look after my body as I go through puberty including menstruation</p>
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