

Pudsey Bolton Royd Primary School PSHE & RSE Long-Term Plan

Year 5

<i>In this Autumn 1</i> <i>Physical health and wellbeing</i>	<i>Autumn 2</i> <i>Identity, society and equality</i>	<i>Spring 1</i> <i>Keeping safe and managing risk</i>
Enquiry Questions		
How can the media influence our opinions about food and body image?	What do the terms 'stereotype' and 'discrimination' mean?	How can I keep myself and others safe?
Outcomes		
Examples of media headlines annotated explaining the impact they have on people's opinion about food and body image	A written paragraph answering the enquiry question with examples.	A poster answering the enquiry question using content from the 'overview' section.
Linked Texts		
N/A	Giraffes can't dance by Giles Andreae Dogs don't do ballet by Anna Kemp William's doll by Charlotte Zolotow	N/A
Linked Experiences		
N/A	N/A	N/A
Overview		
In this unit pupils will learn that messages given on food adverts can be misleading to make a product seem healthier for consumers. They will compare the health benefits of a food or drink product in comparison with an advertising campaign, identifying advertising as one influence on people's choices. Pupils will learn about role models and recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people. They will explore why we need to be cautious about things we see, hear or read about in the media. Pupils learn about how the media can manipulate images and that these images may not reflect reality. They will describe how the media portrayal might affect people's feelings about themselves and how it is important to accept and respect that people have bodies that are different about themselves.	In this unit pupils will learn about stereotyping, including gender stereotyping, explain what is meant by the word 'stereotype'. They will identify stereotypes as presented in the media and wider world. Using this knowledge, pupils will begin to challenge these gender stereotypes. Pupils will then learn about prejudice and discrimination, identifying some discriminatory language and how this can make people feel. Pupils will discuss what to do if they experience discriminatory language at school and understand how this language can make people feel.	In this unit pupils will learn about keeping safe online, understanding that people can be influenced by things online. They will explore why what they see online might not be trustworthy and know when and how to report something that makes them feel unsafe or uncomfortable. Pupils will learn that violence within relationships is not acceptable, understanding what is meant by domestic violence and abuse. They will discuss what to do if they experience violence and where to go for help, advice and support. Pupils will then learn about problems that can occur when someone goes missing from home. They will investigate some of the reasons that might cause a young person to run away or be absent from home. They will identify the potential risks and dangers of running away or going missing and know who to talk to if they feel like running away.
Knowledge and/or Skills Covered		
Personal – Trustworthiness, honesty, integrity: Explain how moral codes may differ from person to person and between cultures, and how their own beliefs/values/ideas might inform and be informed by their perspective on life. Appreciation of "human creativity and achievement:	Personal – Self-control of behaviour: Explain the consequences of their and others' actions, and start to compensate for other people's behaviour Social – Empathy:	Social – Respect: Sensitively deal with others' lack of manners. Show respect for online content (e.g. by investigating permissions). Empathy:

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<p>Start to alter their behaviour to accommodate others' likes and dislikes. Show an interest in reflecting other people's experiences.</p> <p><u>Social –</u> Empathy: Listen and respond respectfully to a wide range of people, including strangers, showing that they care about other people's feeling.</p> <p>Collaboration including Conflict Management: Relate to others people's opinions, qualities and skills, and work towards consensus, e.g. by seeing and respecting others' points of view, giving feedback and support, making decisions and explaining them.</p> <p>Accepting advice: Start to be able to explain about skill-levels and authority of advice-givers</p> <p>Communication: Research and debate topical issues, problems and events that are of concern to them and offer some basic recommendations to appropriate people.</p> <p>Discern bias/reliability in social media and other sources of information.</p> <p><u>Health –</u> Self-care: Be able to articulate how lifestyle choices can have positive, neutral and negative consequences.</p> <p>Risk assessment/management: Be able to explain a range of online safety issues (physical, mental and emotional), including identity theft, sharing of images and the reliability of information.</p>	<p>Listen and respond respectfully to a wide range of people, including strangers, showing that they care about other people's feeling.</p> <p>Building bonds: Recognise and challenge stereotypes, bullying. Discrimination and where appropriate other people's points of view.</p> <p>Develop strategies for getting support for themselves or others in these contexts.</p> <p>Collaboration including Conflict Management: Relate to others people's opinions, qualities and skills, and work towards consensus, e.g. by seeing and respecting others' points of view, giving feedback and support, making decisions and explaining them.</p> <p>Communication: Research and debate topical issues, problems and events that are of concern to them and offer some basic recommendations to appropriate people.</p> <p><u>Health –</u> Risk assessment/management: Be able to explain a range of online safety issues (physical, mental and emotional), including identity theft, sharing of images and the reliability of information.</p>	<p>Listen and respond respectfully to a wide range of people, including strangers, showing that they care about other people's feeling.</p> <p>Collaboration including Conflict Management: Relate to others people's opinions, qualities and skills, and work towards consensus, e.g. by seeing and respecting others' points of view, giving feedback and support, making decisions and explaining them.</p> <p>Recognise that friendships can sometimes be strengthened if fall-outs are dealt with sensitively.</p> <p>Accepting advice: Start to be able to explain about skill-levels and authority of advice-givers</p> <p>Communication: Research and debate topical issues, problems and events that are of concern to them and offer some basic recommendations to appropriate people.</p> <p>Discern bias/reliability in social media and other sources of information.</p> <p><u>Health –</u> Risk assessment/management: Be able to explain a range of online safety issues (physical, mental and emotional), including identity theft, sharing of images and the reliability of information.</p>
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National Curriculum Attainment Targets

<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (Health Education, Internet Safety and harms)</p> <p>How to be a discerning consumer of information online including understanding that information from search engines, is ranked, selected and targeted ((Health Education, Internet Safety and harms)</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (Relationship Education, Respectful relationships)</p> <p>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 (Relationship Education, Respectful relationships)</p>	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (Relationship Education, Families and people who care for me)</p> <p>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 (Relationship Education, Caring friendships)</p>
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<p>What constitutes a healthy diet including understanding calories and other nutritional content (Health Education, Healthy eating)</p>	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive (Relationship Education, Respectful relationships)</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (Health Education, Internet Safety and harms)</p>	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed (Relationship Education, Caring friendships)</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships (Relationship Education, Respectful relationships)</p> <p>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 (Relationship Education, Respectful relationships)</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not (Relationship Education, Online relationships)</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Relationship Education, Online relationships)</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult (Relationship Education, Being safe)</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so (Relationship Education, Being safe)</p> <p>Where to get advice e.g. family, school and/or other sources (Relationship Education, Being safe)</p> <p>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 (Health Education, Internet safety and harms)</p> <p>How to be a discerning consumer of information online including understanding that information from search engines, is ranked, selected and targeted (Health Education, Internet safety and harms)</p> <p>Where and how to report concerns and get support with issues online (Health Education, Internet safety and harms)</p>
<p>Important Vocabulary</p>		

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<u>Spring 2</u> <i>Mental health and emotional wellbeing</i>	<u>Summer 1</u> <i>Drug, alcohol and tobacco education</i>	<u>Summer 2</u> <i>Careers, financial capability and economic wellbeing</i>	<u>Summer 2</u> <i>Relationship and Sex education</i>
Enquiry Questions			
How can I cope with intense emotions and change?	What influences drug use?	What is enterprise?	How does puberty affect emotions and how can we manage the change?
Outcomes			
Pupils are given scenario cards with examples of different situations where there is a change/intense emotions. Pupils write a card or a note to the character in the scenario suggesting some steps/strategies they could take to help them positively manage the time of change/intense emotions.	Pupils rank which influences e.g. friends, adverts, feelings, TV etc are most likely to persuade or encourage a person to smoke or drink alcohol (influence cards provided) Pupils are then given scenarios where a person is offered a drug. Pupils record how the person can respond if they want to say no (template provided)	Pupils design and participate in their own enterprise project considering how to develop their product or service, advertise, sell and grow their enterprise.	Pupils are given different emotional scenario cards e.g. 'I feel cross today and I don't know why. Pupils to create a bank of strategies to deal with emotional change.
Linked Texts			
Changes by Anthony Browne The huge bag of worries by Virginia Ironside Silly Billy by Anthony Browne My gerbil, poem by John Kitching	N/A	One hen by Katie Smith Milway	N/A
Linked Experiences			
N/A	N/A		
Overview			
In this unit pupils will learn about a wide range of emotions and feelings and how these are experienced in the body. They will name and describe a wide range and intensity of emotions and feelings, understanding how the same feeling can be expressed differently. Pupils will then learn about times of change and how this can make people feel, identifying situations when someone may feel conflicting emotions due to change. They will explore ways of positively coping with times of change, recognising that change will affect everyone at some time in their life. Using this knowledge, pupils will learn about the feelings associated with loss, grief and	In this unit pupils will learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis. They will understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law. Pupils will identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products They will also describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol. Pupils will learn strategies to resist pressure from others	In this unit pupils will learn that money can be borrowed but there are risks associated with this. They will explore the difference between manageable and unmanageable debt and how this can make people feel. Pupils will identify where people can access reliable information and support. Pupils will then move onto learning about enterprise, identifying what is needed to plan and set up an enterprise. They will weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise. Pupils will learn what influences people's	In this unit pupils will learn about the physical changes associated with puberty, understanding that everyone's experience of puberty is different and that it begins and ends at different times. Pupils will learn about menstruation and wet dreams and explain effective methods for managing these changes. Pupils will then learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty. They will describe how feelings and behaviour change during puberty and can devise strategies for managing these changes.

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<p>bereavement, recognising that at times of loss, there is a period of grief that people go through. They will understand there are a range of feelings that accompany bereavement and know that these are necessary and important. They will investigate some ways of expressing feelings related to grief.</p>	<p>about whether to use drugs –smoking drugs and alcohol. They will demonstrate some ways to respond to pressure concerning drug use, recognising that even if people feel pressure from others about drug use, they can make an informed choice and act on it.</p>	<p>decisions about careers, understanding that money is one factor in choosing a job and that some jobs pay more than others. They will take part in a debate about whether a person’s salary is more or less important to job satisfaction.</p>	
Knowledge and/or Skills Covered			
<p><u>Personal –</u> Self-awareness: Explain the range and intensity of their emotions and symptoms Self-regulation of emotions: Start selecting strategies e.g. short-term to manage symptoms and longer-term for emotions; where appropriate start to ‘unpick’ conflicting emotions Self-control of behaviour: Explain the consequences of their and others’ actions, and start to compensate for other people’s behaviour Adaptability including Resilience and Perseverance: Persist in tackling challenges, and start to help others do so in sensitive ways Appreciation of “human creativity and achievement: Start to alter their behaviour to accommodate others’ likes and dislikes. Show an interest in reflecting other people’s experiences. <u>Social –</u> Discernment: Start to support friends in discerning the quality of a relationship, including how to manage difficult situations and/or seek help Empathy: Listen and respond respectfully to a wide range of people, including strangers,</p>	<p><u>Personal –</u> Self-awareness: Explain the range and intensity of their emotions and symptoms Self-regulation of emotions: Start selecting strategies e.g. short-term to manage symptoms and longer-term for emotions; where appropriate start to ‘unpick’ conflicting emotions Self-control of behaviour: Explain the consequences of their and others’ actions, and start to compensate for other people’s behaviour Trustworthiness, honesty, integrity: Explain how moral codes may differ from person to person and between cultures, and how their own beliefs/values/ideas might inform and be informed by their perspective on life. Often act according to their own principles in areas that are considered right by some and wrong by others. Adaptability including Resilience and Perseverance: Persist in tackling challenges, and start to help others do so in sensitive ways <u>Social –</u> Empathy: Listen and respond respectfully to a wide range of people, including strangers, showing that they care about other people’s feeling.</p>	<p><u>Social –</u> Accepting advice: Start to be able to explain about skill-levels and authority of advice-givers <u>Economics –</u> Money: Know that money can be borrowed but there are risks associated with this. Know about enterprise. Career: Know what influences people’s decisions about careers.</p>	<p><u>Personal –</u> Self-awareness: Explain the range and intensity of their emotions and symptoms Self-regulation of emotions: Start selecting strategies e.g. short-term to manage symptoms and longer-term for emotions; where appropriate start to ‘unpick’ conflicting emotions Self-control of behaviour: Explain the consequences of their and others’ actions, and start to compensate for other people’s behaviour Adaptability including Resilience and Perseverance: Persist in tackling challenges, and start to help others do so in sensitive ways <u>Social –</u> Discernment: Start to support friends in discerning the quality of a relationship, including how to manage difficult situations and/or seek help Respect: Sensitively deal with others’ lack of manners. Empathy: Listen and respond respectfully to a wide range of people, including strangers, showing that they care about other people’s feeling.</p>

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<p>showing that they care about other people's feeling.</p> <p>Collaboration including Conflict Management:</p> <p>Relate to others people's opinions, qualities and skills, and work towards consensus, e.g. by seeing and respecting others' points of view, giving feedback and support, making decisions and explaining them.</p> <p>Recognise that friendships can sometimes be strengthened if fall-outs are dealt with sensitively.</p> <p>Accepting advice:</p> <p>Start to be able to explain about skill-levels and authority of advice-givers</p> <p>Communication:</p> <p>Research and debate topical issues, problems and events that are of concern to them and offer some basic recommendations to appropriate people.</p> <p>Discern bias/reliability in social media and other sources of information.</p> <p><u>Health –</u></p> <p>Self-care:</p> <p>Be able to articulate how lifestyle choices can have positive, neutral and negative consequences.</p> <p>Where possible and appropriate, help their friends discern whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Collaboration including Conflict Management:</p> <p>Relate to others people's opinions, qualities and skills, and work towards consensus, e.g. by seeing and respecting others' points of view, giving feedback and support, making decisions and explaining them.</p> <p>Communication:</p> <p>Research and debate topical issues, problems and events that are of concern to them and offer some basic recommendations to appropriate people.</p> <p>Discern bias/reliability in social media and other sources of information.</p> <p><u>Health –</u></p> <p>Self-care:</p> <p>Be able to articulate how lifestyle choices can have positive, neutral and negative consequences.</p> <p>Where possible and appropriate, help their friends discern whether what they are feeling and how they are behaving is appropriate and proportionate.</p>		
National Curriculum Attainment Targets			
<p>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</p>	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (Health Education, Drugs, alcohol and tobacco)</p>	<p>N/A</p>	<p>Where to get advice e.g. family, school and/or other sources (Relationship Education, Being safe)</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and</p>

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<p>situations (Health Education, Mental Wellbeing) How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (Health Education, Mental Wellbeing) How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (Health Education, Mental Wellbeing)</p>			<p>emotional changes (Health Education, Changing adolescent body) About menstrual wellbeing including key facts about the menstrual cycle (Health Education, Changing adolescent body)</p>
Important Vocabulary			