



Hillcross Primary PSHE Curriculum

Year 5

Introduction and guidance:

PSHE (Personal, Social, Health and Economic Education) is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. This subject impacts on both academic and non-academic outcomes for pupils and is taught explicitly within PSHE lessons, as well as implicitly in all other learning opportunities. As of September 2020, Health Education (HE) and Relationships Education (RE) became compulsory at key stages 1 and 2. Although Sex Education is only compulsory in key stages 3 and 4, the government encourages all primary schools to provide this vitally important area within their school PSHE curriculum. This document outlines when and what we will be teaching within Year 5. The school follows the Christopher Winter Project (CWP) scheme of work for RSE (Relationship and Sex Education). Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation and so, throughout our PSHE curriculum (and also within other subjects), we teach children about equality, British Values and the United Nations Convention on the Rights of the Child (UNCRC). Safeguarding in schools is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future, further highlighting the need to follow a progressive, age appropriate SRE framework (embedded within our PSHE curriculum) such as ours.

The statements **highlighted in yellow** relate specifically to:

- (RSE) Relationship and Sex Education - (The Christopher Winter Project (CWP) scheme of work)
- (SE) refers to the Sex Education aspect of RSE (Relationship and Sex Education which is taught via the Christopher Winter Project - CWP)
- (RE) refers to Relationship Education
- (HE) Health Education

The statements in ***bold and italics*** link to online safety

Year 5											
Topic	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
	Families and friendship	Safe Relationships	Respecting Ourselves and Others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe		
Relationships	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination								
Living in the Wider World				Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes					
Health and Wellbeing							Healthy sleep habits; sun safety;	Personal identity; recognising	Keeping safe in different situations,		



							medicines, vaccinations, immunisations and allergies	individuality and different qualities; mental wellbeing	including responding in emergencies, first aid and FGM
Key Vocabulary	benefit, influence, assertive communication, reconcile, benefit	acceptable, uncomfortable,	discrimination, racism, sexism, homophobia, trolling, harassment	community, compassion	suspicious, opinion, biased, stereotype	desire, ambition, apprenticeships	disadvantages, advantages, heat stroke, discrimination, immunisation, vaccination, allergies, bacteria, viruses	Menstrual well-being, reproductive organs, menstrual cycle, erections, wet dreams, faith, culture, biological genitalia,	female genital mutilation (FGM)
Enquiry	<p>First 2 weeks: NPA: → What different feelings can you have? → What happens to our bodies when we feel different emotions? → How can feelings affect the way we behave?</p> <p>Class rules: → Why are rules important? → How can I maintain positive friendships? → What makes a healthy friendship? How can you make people feel included? How do your peers influence you? Positive & negative influence. → What strategies could you use to manage peer approval? Include online e.g. exit strategies, assertive communication → How can you resolve disputes and reconcile differences in friendships? Understand that it's common for friendships to experience challenges. Discuss strategies to use. → How can friendships change over time? What is the benefit of having new and</p>	<p>Is physical contact always, sometimes or never acceptable? → What physical touch is acceptable, and unacceptable, wanted or unwanted in different situations? How does it feel in a person's mind and body when they are uncomfortable? (RE) → How can you tell someone if physical contact is wanted or unwanted or unacceptable physical contact? (Ensure children understand that it is never someone's fault if they experience unacceptable contact. (RE) → Who could you tell if you are worried about unwanted physical contact? (Ensure children understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about) (RE)</p>	<p>How can we challenge discrimination? → Why it is important to listen and respond respectfully to a wide range of people, (including those whose traditions, beliefs and lifestyle are different to their own) → What is discrimination? What different types of discrimination are there? e.g. racism, sexism, homophobia → What is online bullying and discrimination of groups or individuals e.g. trolling and harassment? What is the impact of discrimination on individuals, groups and the wider society? → How can we safely challenge discrimination? (Include how to report discrimination online)</p>	<p>What is my responsibility to support the environment? Why do we celebrate LGBT month? → How are resources allocated within the community? What effect does this have on the individual, the community and the environment? How is money spent to support environmental issues? → Why is it important to protect the environment? How can our everyday actions either support or damage it? How can they show compassion for the environment, animals and other living things? → What is your responsibility towards the environment?</p>	<p>What is the purpose of the media? → What is the purpose of the different types of media e.g. to entertain, inform, persuade or advertise. How devices store and share information. → What are the basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. → Understand that some media and online content promotes stereotypes. → How can you assess which search results are more liable than others? How can you recognise unsafe or suspicious content online.</p>	<p>How can I achieve the career I desire? → What role can ambition have in achieving your future career? Identify jobs that they might like to do in the future. How they might achieve it? Discuss the variety of routes into work e.g. college, apprenticeships, university, training → How or why might someone choose a certain career? What influences people's decisions about a job or career, (including pay, working conditions, personal interests, strengths and qualities, family, values) → How can you challenge stereotyping in the workplace? Discuss the importance of diversity and inclusion to promote people's career opportunities and the impact of stereotyping in the workplace.</p>	<p>How can we maintain a healthy mind and body? → Why is sleep important? Discuss how sleep contributes to a healthy lifestyle and healthy sleep strategies to maintain healthy sleep. → What are the disadvantages and advantages to being outdoors? Discuss positive: physical and mental health and negative: sun exposure inc. skin damage and heat stroke. → How can balancing time online with other activities help maintain your health and wellbeing? What strategies could you use to manage time spent online and foster positive habits e.g. switching phone off at night. → What should you do and whom to tell if you are frightened or worried about something you have seen online → How can medicine contribute to our health? Discuss allergies, vaccination and immunisation → How can you prevent the spread</p>	→ /	<p>How can I keep myself safe? → What situations can become risky, unsafe or an emergency? Identify occasions where they can help take responsibility for their own safety. → What is the difference between taking a positive risk and dangerous behaviour? E.g. trying a new challenge to doing something dangerous. → How can you deal with common injuries using basic first aid techniques? How to respond in an emergency. Who should you contact and how to contact different emergency services e.g. coast guard. → What is FGM? Understand that female genital mutilation (FGM) is against British law¹. what should you do and whom to tell if they think they or someone they know might be at risk of FGM.</p>



	<p>different types of friends? How can I recognise if a friendship is making them feel unsafe, worried, or uncomfortable? How can I seek support in relation to friendships?</p>						<p>of bacteria and viruses with everyday hygiene routines? Recognise the shared responsibility of keeping a clean environment</p>		
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