YEAR 5 — MEDIUM-TERM OVERVIEW

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| **Term** | **Topic** | **In this unit of work, students learn...** | **Lesson overviews/Teacher notes / resources**(See regularly-updated pdf. version for latest Quality Assured resources) |
| **Autumn —** Health and Wellbeing | **Physical health and Mental wellbeing**Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergiesPoS Refs: H8, H9, H10, H12 | * how sleep contributes to a healthy lifestyle (energy, concentration, mental health)
* healthy sleep strategies and how to maintain them (routines, sleep deprivation, duration, quality)
* about the benefits of being outdoors and in the sun for physical and mental health (vitamin D, depression, mood)
* how to manage risk in relation to sun exposure, including skin damage and heatstroke (SPF, ultra-violet, UVB rays, skin cancer, dehydration)
* how medicines can contribute to health and how allergies can be managed (safe use of medicines)
* that some diseases can be prevented by vaccinations and immunisations (vaccination, immune, injection)
* that bacteria and viruses can affect health (virus, germ, infection, infectious)
* how they can prevent the spread of bacteria and viruses with everyday hygiene

routines (hygienic, contagious) * to recognise the shared responsibility of keeping a clean environment (rights, responsibilities)
 | [PSHE Association and Department of Children’s Sleep Medicine at Evelina London Children’s Hospital- The sleep factor](https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints)\*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020 |
| **Growing and changing**Personal identity; recognising individuality and different qualities; mental wellbeingPoS Refs: H16, H25, H26, H27 | * about personal identity and what contributes to it, including race, sex, gender,

family, faith, culture, hobbies, likes/dislikes* that for some people their gender identity does not correspond with their biological

sex (transgender, identity, identify)* how to recognise, respect and express their individuality and personal qualities (self-identity, self-esteem, image, personal qualities)
* ways to boost their mood and improve emotional wellbeing
* about the link between participating in interests, hobbies and community groups and mental wellbeing (personal interests, talents, community, belonging)
 | [Metro charity KS2 Gender](https://www.pshe-association.org.uk/metro-charity)[PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint)[Premier League Primary Stars – Self-esteem/ Resilience](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars) |
| **Keeping safe**Keeping safe in different situations, including responding in emergencies, first aid and FGMPoS Refs: H38, H43, H44, H45 | * to identify when situations are becoming risky, unsafe or an emergency (dangerous, hazardous) ) i.e setting something on fire and the fire spreading
* to identify occasions where they can help take responsibility for their own safety (hazards)
* to identify the dangers associated with open water and how to keep themselves and others safe

• to identify the dangers associated with railway lines and how to keep themselves and others safe* to differentiate between positive risk taking (e.g. trying a challenging new sport) and

dangerous behaviour (consequences, chances, threat)how to be safe when using a bike (bike ability sessions)* how to deal with common injuries using basic first aid techniques (first aid training)
* how to respond in an emergency, including when and how to contact different

emergency services* that female genital mutilation (FGM) is against British law¹ (FGM, human rights)
* what to do and whom to tell if they think they or someone they know might be at risk of FGM (safeguarding, trust, concern)
 | [British Red Cross Life. Live it KS2 lesson Help, save lives, Emergency Action](https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross)[PSHE Association and GambleAware -Lesson 1 Exploring risk](https://www.pshe-association.org.uk/content/gambling)OPPORTUNITY FOR FIRST AID TRAINING |
| **Spring —** Living in the wider world | **Belonging to a community**Protecting the environment; compassion towards othersPoS Refs: L4, L5, L19 | * about how resources are allocated and the effect this has on individuals, communities and the environment (need, deprivation, poverty, affluent)
* the importance of protecting the environment and how everyday actions can either

support (conservation. Recycling, sustainability) or damage it (pollution, vandalism, littering)the importance of respecting the community and how antisocial behavior is damaging to the communities we live in * how to show compassion for the environment, animals and other living things (endangered, extinct, threatened)
* about the way that money is spent and how it affects the environment (finance, financial worry, economy, poverty, recession)
* to express their own opinions about their responsibility towards the environment (rights, responsibilities)
 | [Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars)[Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/team-margot-giving-help-others-resources-blood)[1 decision – Being responsible £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[Experian – Values, Money and Me (KS2)](https://www.valuesmoneyandme.co.uk/teachers) |
| **Media literacy and Digital resilience**How information online is targeted; different media types, their role and impactPoS Refs: L12, L14 | * to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
* basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
* that some media and online content promote stereotypes (stereotypical)
* how to assess which search results are more reliable than others (truth, reliability, source)
* to recognise unsafe or suspicious content online (genuine, untrustworthy)
* how devices store and share information (cookies, personal information, privacy)
 | [Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted](https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources)[Google and Parent zone Be Internet Legends](https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety) |
| **Money and Work**Identifying job interests and aspirations;what influences career choices; workplace stereotypesPoS Refs: L27, L28, L29, L31, L32 | * to identify jobs that they might like to do in the future (hopes, aspirations, hopes, dreams)
* about the role ambition can play in achieving a future career (ambitious, goals)
* how or why someone might choose a certain career (personal qualities, likes and dislikes)
* about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values
* the importance of diversity and inclusion to promote people’s career opportunities (equal opportunities)
* about stereotyping in the workplace, its impact and how to challenge it (discrimination, sexism, racism, homophobia, culture)
* that there is a variety of routes into work e.g. college, apprenticeships, university,
* training
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| **Summer —** Relationships | **Families and friendships**Managing friendships and peer influencePoS Refs: R14, R15, R16, R17, R18, R26 | * what makes a healthy friendship and how they make people feel included (belonging, communication, trustworthiness, empathy)

• what makes unhealthy friendships (gangs)* strategies to help someone feel included (collaboration, participation, loyalty, trust)
* about peer influence and how it can make people feel or behave (gangs, criminal activity, using weapons, respect, self esteem, jealousy, anger, fear, anxious)
* the impact of the need for peer approval in different situations, including online (peer pressure, gangs, cyber bullying, anti-social behaviour)
* strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication (resist, assertive, informed decision)
* that it is common for friendships to experience challenges (cooperation, betrayal, pressure)
* strategies to positively resolve disputes and reconcile differences in friendships (not through violence, compromise, negotiation)
* that friendships can change over time and the benefits of having new and different

types of friends (personal qualities, identity, gangs, antisocial behaviour)* how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable (bullying, peer pressure, rumours, name calling, homophobic, racism)
* when and how to seek support in relation to friendships (communication, advice, perspective)
 | [Premier League Primary Stars KS2 PSHE Inclusion](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars)[FPA – Growing up with Yasmine and Tom (9-11), Friendships and pressure (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Safe relationships**Physical contact and feeling safePoS Refs: R9, R25, R26, R27, R29 | * to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations (comfortable, uncomfortable, private)
* how to ask for, give and not give permission for physical contact (consent, rights)
* how it feels in a person’s mind and body when they are uncomfortable (fear, anxiety, anger)
* that it is never someone’s fault if they have experienced unacceptable contact (consequence)
* how to respond to unwanted or unacceptable physical contact (assertive, truth)
* 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 (honesty, advice, responsibility)
* whom to tell if they are concerned about unwanted physical contact (trust, confide, safeguarding)
 | [FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Respecting ourselves and others**Responding respectfully to a wide range of people; recognising prejudice and discriminationPoS Refs: R20, R21, R31, R33 | * to recognise that everyone should be treated equally (discriminate, prejudice, rights, equality, racism, homophobia)
* 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 (informed, culture, faith, similarlties/ differences)
* what discrimination means and different types of discrimination e.g. racism, sexism,

homophobia* to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
* the impact of discrimination on individuals, groups and wider society (conflict, self-esteem)
* ways to safely challenge discrimination
* how to report discrimination online (hate crime, anonymous, block)
 | [Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars)[Premier League Primary Stars KS2 PSHE Developing values](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars) |