



Year 5	Topic – Health and well-being - What makes up our identity?		Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<ul style="list-style-type: none"> - Celebrate what is good about themselves and others and celebrate each other’s god given gifts and talents - Recognise and respect similarities and differences between people and what they have in common with others. - Know that a person’s identity is not just about what they look like. - Know that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, and likes/dislikes). - Know how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex). - Understand what stereotypes are and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. - Have the opportunity to learn about people who have challenged stereotypes and achieved e.g. females working in traditionally male roles and sportswoman such as footballers and jockeys who have broken records. - Know that people should have equal rights, such as pay, regardless of their sex. - Recognise how the ‘Black lives matter’ movement aims to abolish stereotypes against people of different ethnicities. - Know how to assertively challenge stereotypes and assumptions about others. 		<p>God given talents Recognise Respect Identity Ethnicity Family Faith Culture Gender Hobbies Stereotypes Accurate Challenge Assertively</p>
<p>Resources: Extremism and stereotypes - https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2 Developing values - https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars Gender - https://www.pshe-association.org.uk/metro-charity Learning area 2: Challenging stereotypes and discrimination Equality and Human Rights Commission (equalityhumanrights.com)</p>			
<p>Previous Learning Experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 – What helps us to stay healthy? Year 1 – Who helps to keep us safe? Year 2 - What helps us to stay safe? Year 2 - What helps us grow and stay healthy? Year 2 - How do we recognise our feelings?</p>	<p>Year 3 – Why should we eat well and look after our teeth? Year 3 - Why should we keep active and sleep well? Year 4 - What strengths, skills and interests do we have? Year 4 - How can we manage our feelings?</p>	<p>Future learning experiences: Year 5 - How can we help in an accident or emergency? Year 5 - How can drugs common to everyday life affect health? Year 6 – How can we keep healthy as we grow?</p>	
<p>British Values – Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faiths</p>			



Year 5	Topic – Living in the wider world - What decisions can people make with money?	Vocabulary	
<p>National Curriculum Objectives: How to consider the effect of their online actions That for most people the internet is an integral part of life and has many benefits. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<ul style="list-style-type: none"> - Know that money cannot buy love or friendship and that the most important things in life are shaped from God's love. - Know that living simply is key, appreciate the important things in life and try not to be wasteful of money and other possessions. - Understand that people earn different amounts of money depending on the job they do and know that they may have to work harder or longer to gain a job that pays a high wage. - Know how people make decisions about spending and saving money and what influences them. - Know then when paying for something online there is a risk of fraud. Recognise safer ways to pay such as PayPal. - Know how to keep track of money so people know how much they have to spend or save. - Learn the importance of budgeting and have the opportunity to complete budgeting activities. - Recognise how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans). - Know that to buy something really expensive (like a house) can involve borrowing a large amount of money off the bank. This loan is called a mortgage and can take many years to pay back. - Know how to recognise what makes something 'value for money' and what this means to them. - Know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions. - That spending too much money are taking out too much credit can cause debt due to interest. - Know that there are different currencies all around the world. 	<p>Earn Decisions Recognise Spend Save Current accounts Savings PayPal Fraud Currency Exchange rates</p>	<p>Store cards Credit cards APR Loans Risks Feelings Emotions Debt Budgets Interest Mortgage</p>
<p>Resources: https://natwest.mymoneysense.com/teachers/resources-8-12s/ - Nat west bank school resources https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2 exploring needs and wants https://www.young-enterprise.org.uk/teachers-hub/resources/ understanding of money www.moneyheroes.org.uk (see PSHE lead for Log in information)</p>			
<p>Previous Learning Experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 - What can we do with money? Year 1 - How can we look after each other and the world?</p>	<p>Year 2 – What makes a community? Year 3 –What jobs do people do? Year 4 - How can our choices make a difference to others and the environment?</p>	<p>Future learning experiences: Year 6 - How can the media influence people?</p>	
<p>British Values – Individual Liberty</p>			



Year 5	Topic – Health and well-being – How do we grow and change?	Vocabulary	
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle. - That it is very important for children to discuss their feelings with an adult and seek support. 	<ul style="list-style-type: none"> - Know that puberty is their body changing as they move from a childhood to adolescence. - Know that as they change and develop they also grow further in recognising God’s presence in their daily lives. - Understand that puberty in girls includes the following physical changes: breasts developing, hips broadening and waist slimming, menstruation beginning and pubic hair growing on legs, underarms and in pubic areas. - Understand that puberty in boys includes the following physical changes: muscle and bones developing, the voice deepening, shoulders broadening, wet dreams and erections, penis and scrotum enlarging, hair growth on face, chest, back arms and in pubic area and Adam’s apple enlarging. - Know that puberty usually starts between the ages of 8 and 15 and only when your body is ready. - Know that changes that happen to their body during puberty are perfectly normal. - Know that all bodies develop at different rates and to different shapes and sizes. - Recognise that sexual development is a natural part of human growth and that physical changes from child to adult means the ability and potential to become a mother or a father. - Recognise how personal hygiene routines change during puberty and know that hormones can cause spots. - Understand the menstrual cycle. - Know how puberty can affect emotions and feelings and understand how to cope with these and who they can talk to. - Know who to ask for advice and support about growing and changing during puberty. <p>This topic is to be taught alongside the Catholic RSE curriculum ‘Journey in Love’ - revised addition 2020. Pages 46-55 (God loves us in our changing and developing).</p>	Puberty Change Grow Mature Child Adult menstruation menstrual cycle Period blood sanitary pads sperm semen erection organs uterus scrotum ejaculation wet dream pubic hair clean cleanliness self-esteem	private parts fallopian tubes, ovary/ovaries, cervix clitoris labia tampons hygiene genitals vulva vagina penis testicles breasts pubic hair self-confidence sweat body odour Adam’s apple internal reproductive
<p>Resources: Puberty - https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and-menstruation Menstruation - https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</p>			
<p>Previous Learning Experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 – What helps us to stay healthy? Year 1 – Who helps to keep us safe? Year 2 - What helps us to stay safe? Year 2 - What helps us grow and stay healthy?</p>	<p>Year 2 - How do we recognise our feelings? Year 3 – Why should we eat well and look after our teeth? Year 3 - Why should we keep active and sleep well? Year 4 - What strengths, skills and interests do we have? Year 4 - How can we manage our feelings?</p>	<p>Future learning experiences: Year 4 - How can we help in an accident or emergency? Year 4 - How can we manage risk in different places? Year 5 - What makes up a person’s identity? Year 5 - How can drugs common to everyday life affect health? Year 6 – How can we keep healthy as we grow?</p>	
<p>British Values – Mutual respect</p>			



Year 5	Topic – Relationships - How can friends communicate safely?	Vocabulary -
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - That for most people the internet is an integral part of life and has many benefits. - 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. - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - How to ask for advice or help for themselves or others, and to keep trying until they are heard. - Where to get advice e.g. family, school and/or other sources. - 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. 	<ul style="list-style-type: none"> - Know that we should treat others as we would wish to be treated – using Jesus as a role model. - Know about the different types of relationships people have in their lives. - Know how friends and family communicate together; how the internet and social media can be used positively – know the impact this had on well-being during the corona-virus pandemic when people had to stay apart. - Recognise how knowing someone online differs from knowing someone face-to-face. - Know that just because someone says they are a certain age or gender online does not mean that it is true. - Know how to recognise risk in relation to friendships and keeping safe. - Know about the type of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family. - Know how to respond to a friendship that is making them feel worried, unsafe or uncomfortable. - Know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>Internet Integral Benefits Excessive Boundaries Peers Advice Online actions Communicate Content Safe and unsafe content Uncomfortable Pressure Inappropriate</p>
<p>Resources: https://digital-literacy.org.uk/curriculum-overview/year6/year-6-sol-(1).aspx/ Online safety - https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share Google and parentzone - https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p>		
<p>Previous Learning Experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 – What is the same and different about us? Year 1 – Who is special to us? Year 2 – What makes a good friend? Year 5 – How can friends communicate safely?</p>	<p>Year 2 – What is bullying? Year 3 – How can we be a good friend? Year 3 – What are families like? Year 4 - How do we treat each other with respect?</p>	<p>Future learning experiences: Year 6 - What will change as we become more independent? How do friendships change as we grow?</p>
<p align="center">British Values – Mutual Respect, Tolerance – between each other</p>		



Year 5	Topic – Health and well-being - How can drugs common to everyday life affect health?	Vocabulary -	
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else. 	<ul style="list-style-type: none"> - Know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. - Know that drugs can help with illness, allergies, pain and infectious diseases. - Recognise that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal. - Know how laws surrounding the use of drugs exist to protect them and others. - Know why people choose to use or not use different drugs e.g. alcohol. - Know how people can prevent or reduce the risks associated with them. - Know that for some people, drug use can become a habit which is difficult to break as they become addicted to them. - Recognise how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use. - Know how to ask for help from a trusted adult if they have any worries or concerns about drugs - Identify mixed messages in the media in relation to smoking/vaping and alcohol, analyse key messages, suggest who they are targeted at and why, describe how these messages might affect a person’s thoughts, feelings and actions. - Explain what would help a person to make informed decisions about drugs and where they could find reliable information. 	<p>Legal Illegal Risks Alcohol Smoking Vaping Restrictions Laws Prevent Media Targeted</p>	<p>Reduce Organisations Habit Addicted Addiction Trusted adult Talk Share Concerns Reliable Thoughts Feelings</p>
<p>Resources: Drug and alcohol education — lesson plans, resources & knowledge organisers www.pshe-association.org.uk https://www.educationquizzes.com/ks2/personal-social-and-health-education/drugs/ PSHE KS2: A brother's involvement with drugs - BBC Teach NHSGGC : Substance Misuse Primary Education Lesson Plans</p>			
<p>Previous Learning Experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 – What helps us to stay healthy? Year 1 – Who helps to keep us safe? Year 2 - What helps us to stay safe? Year 2 - What helps us grow and stay healthy? Year 2 - How do we recognise our feelings?</p>	<p>Year 3 – Why should we eat well and look after our teeth? Year 3 - Why should we keep active and sleep well? Year 4 - What strengths, skills and interests do we have? Year 4 - How can we manage our feelings? Year 4 – How can we help in an accident or emergency? Year 5 - What makes up a person’s identity?</p>	<p>Future learning experiences: Year 6 – How can we keep healthy as we grow?</p>	
<p>British Values – Rule of the law</p>			



Year 5	Topic – Living in the wider world - What jobs would we like?	Vocabulary -
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<ul style="list-style-type: none"> - To know that they all have special skills, talents and attributes that will be best suited to certain jobs and careers in the future. - That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime. - That some jobs are paid more than others and some may be voluntary (unpaid). Some people work for money others get more out of a job. - Know about the skills, attributes, qualifications and training needed for different jobs. Research jobs that they might like to do in the future – find out the career paths they would need to take. - Recognise that there are different ways into jobs and careers, including college, apprenticeships and university. - Know how people choose a career/job and what influences their decision, including skills, interests and pay. - Know how to question and challenge stereotypes about the types of jobs people do. - Know people should never be discriminated against when applying for a job because of their colour, ethnicity, gender or religion. - Recognise how the ‘Black lives matter’ movement is helping to ensure equality amongst different ethnicities within the workplace. - Have the opportunity to speak to people from a range of different sectors to find out what different jobs entail and what they find both rewarding and challenging. 	<p>Job Career Sector Voluntary Skills Attributes Qualifications Training College Apprenticeships University Question Stereotypes Influence Opportunities Rewarding Challenging</p>
<p>Resources: https://www.firstcareers.co.uk/ The World of Work Resources KS2 Careers & Activities (twinkl.co.uk) LOUD! Network KS2 lessons: ‘Job skills, influences and goals’ www.pshe-association.org.uk</p>		
<p>Previous Learning Experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 - What can we do with money? Year 1 - How can we look after each other and the world? Year 2 – What makes a community? Year 3 – What jobs do people do? Year 4 - How can our choices make a difference to others and the environment? Year 5 – What decisions can people make with money?</p>	<p>Future learning experiences: Year 6 - How can the media influence people?</p>	
<p>British Values – Individual liberty</p>		