

Year 5 – PSHE Curriculum Map

AUTUMN	Relationships	<u>Be Yourself:</u> This unit is inspired by the idea that we are all individuals and that it is important to ‘be yourself’. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and response to peer pressure. It will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.
		• Complete scenarios by advising on how to communicate feelings in different situations; • Work in groups to create a role play to show different ways to manage uncomfortable feelings; • Discuss different fight or flights situations; • Discuss the impact of making amends when a mistake has been made.
	Relationships	<u>TEAM:</u> This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.
		• Demonstrate successful teamwork skills; • Disagree respectfully; • Make compromises; • Demonstrate ways to care for others within a team; • Discuss the importance and consequences of carrying out shared responsibilities within the class team.
SPRING	Living in the Wider World	<u>Britain:</u> This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.
	Living in the Wider World	• Identify ways of showing respect to people of all faiths and ethnicities; • Explain what it means to belong to a community; • Identify how law helps them; • Discuss local governments in relation to democracy and human rights; • Discuss national government in relation to democracy and human rights; • Identify how charities and voluntary groups help meet the needs of all people in the community.
	Living in the Wider World	<u>Money Matters:</u> This unit aims to encourage children to think about how money is used in the wider world. They will discuss the possible consequences of financial risks and identify ways to avoid these. Children will also learn about the influences advertisers try to use to encourage us to spend our money and how to try and see the real value of products by being critical consumers. Having learned about ways we can spend money, children will also learn about budgeting and discuss what happens if people cannot afford what they need to buy. Through this unit of learning, children will also have the opportunity to discuss how our earning and spending can contribute to society through payment of tax.

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		• Discuss reasons people take financial risks; • Discuss why advertisers try to influence us; • Talk about how to be a ‘critical consumer’; • Identify how we can compare the value for money of different products; • Discuss how we can make a budget; • Consider why people borrow money and get into debt; • Explain what tax is and the ways we pay it.
SUMMER	Health and Wellbeing	<u>Aiming High:</u> In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in future.
		• Identify skills and attributes that are useful in many roles; • Identify their preferred learning style; • Identify potential barriers to success; • Identify opportunities that might be available to them in the future; • Identify and challenge stereotypes; • Explain what is meant by innovation and enterprise; • Discuss goals they could set to work towards their ambitions; • Understand the different roles within a team; • Discuss challenges many people face and how to overcome these.
	Health and Wellbeing	<u>It’s My Body:</u> In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes as well as learning about substances, which can be harmful to our bodies. Children will also learn about the importance of sleep and keeping clean, especially as their bodies change during puberty. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted.
		• Define consent and autonomy; • Identify the implications of not getting enough sleep; • Understand why they need to change some of their habits and routines as they get older. • Identify where the pressure to try harmful substances might come from; • Understand that many images seen in the media are artificially enhanced; • Identifying some factors that influence the choices they make about their bodies; • Understand that choices they make about their bodies have consequences.