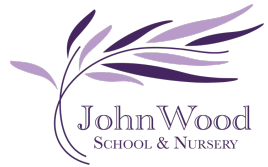




PSHE
Year 5
Me and My Relationships
Autumn 1



Key Vocabulary

collaborate	aggressive	resolution	conflict
pressure	emotional needs	assertiveness	negotiation
compromise	body language	uncomfortable touching	

Key Questions

Feelings:

- ☐ What are emotional needs?
- ☐ Do we have the same emotional needs?
- ☐ Do emotional needs stay the same?
- ☐ Why are emotional needs important?



Friendship Skills, including Compromise:

- ☐ What qualities make a good friend? Why?
- ☐ How does a good friend show these qualities?
- ☐ Do these qualities make a difference in friendship? How?

Assertive Skills:

- ☐ How can someone stand up for themselves?
- ☐ When would someone use their assertiveness skills?
- ☐ Is assertiveness the best way to react to pressure? Why?

Learning Objectives. I can:

- I can give a range of examples of our emotional needs and explain why they are importance.
- I can explain why these qualities are important.
- I can give a few examples of how to stand up for myself (be assertive) and say when I might need to sue assertiveness skills.



PSHE
Year 5
Valuing Difference
Autumn 2



Key Vocabulary

multicultural society

point of view

compare

stereotype

discrimination

diverse

racism

conflict

excluded

social media

prejudice

tolerance

acceptance

Key Questions

Recognising and Celebrating Difference:

- ☐ Is having different groups something to celebrate? Why?
- ☐ Why can religious and cultural differences cause conflict?
- ☐ Can differences in faiths and cultures be positive? Why?



Influence and Pressure of Social Media:

- ☐ Does a person's online posts about themselves reflect their life?
- ☐ Why would someone want to create a false impression when they post online?
- ☐ Is it healthy or harmful to post something online that is not the full truth? Why?

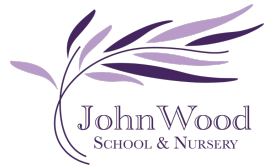
Learning Objectives. I can:

I can give examples of different faiths and cultures and positive things about having these differences.

I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.



PSHE
Year 5
Keeping Safe
Spring 1



Key Vocabulary

habit

pressure

drugs

alcohol

influence

assertive

privacy settings

cyber bullying

decision

assessing risk

e-cigarettes

vapes

Key Questions



Managing Risk, Including Staying Safe Online:

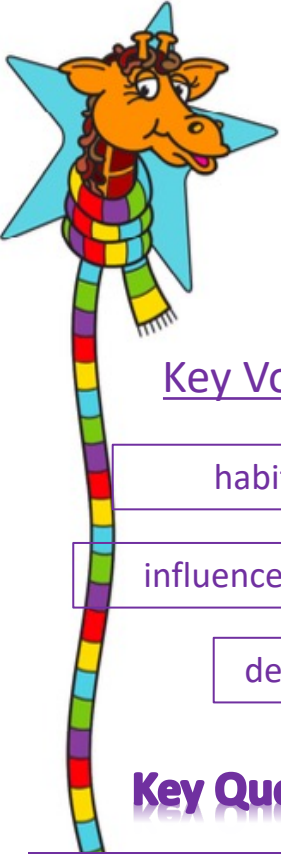
- ☐ What risky situations can happen online?
- ☐ What can someone do to make the situation less risky?
- ☐ What can influence a person to take risks online?

Norms Around Use of Legal Drugs (Tobacco, Alcohol):

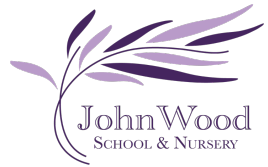
- ☐ Do lots of young people choose to smoke?
- ☐ Why do some people think that lots of young people smoke?
- ☐ Can knowing the true percentage (3%) influence people's choice about smoking?
How?

Learning Objectives. I can:

- I can give examples of things that might influence a person to take risks online.
- I can explain that I have a choice.
- I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it is a lot more than this.



PSHE
Year 5
Rights and Respect
Spring 2



Key Vocabulary

habit

pressure

drugs

alcohol

influence

assertive

privacy settings

cyber bullying

decision

assessing risk

e-cigarettes

vapes

Key Questions

Rights and Responsibilities:

- ☐ Are rights and responsibilities the same?
- ☐ Do rights and responsibilities change as someone gets older? How?
- ☐ What rights and responsibilities do we have to the community and the environment?
- ☐ How is someone responsible for their own health?
- ☐ Why do some people find it hard to stick to their responsibilities for keeping healthy?
- ☐ What might help someone restart being responsible for keeping healthy?

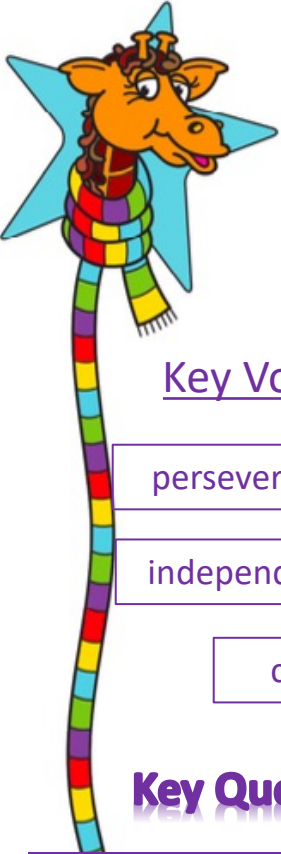


Decisions About Lending, Borrowing and Spending:

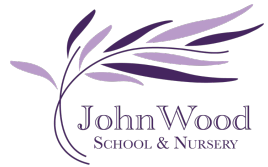
- ☐ What things are needed by people in in the community?
- ☐ What services do local councils provide?
- ☐ Do councils choose how much money they give to the services they provide?
- ☐ How might a council's spending choices affect different groups in the community?

Learning Objectives. I can:

- I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.
- I can give a few different examples of things that I am responsible for to keep myself healthy.
- I can explain that local councils have to make decisions about how money is spent on things we need in the community.
- I can also give an examples of some of the things they have to allocate money for.



PSHE
Year 5
Being My Best
Summer 1



Key Vocabulary

perseverance	media influence	kindness	celebrities
independence	patience	resilience	consideration
confidence	personal qualities	attractive	

Key Questions



Growing Independence and Taking Responsibility

- ☐ How does someone become more independent as they grow older?
- ☐ What responsibilities do teenagers have?
- ☐ Does having more independence mean having more responsibility? Why?

Media Awareness and Safety

- ☐ Are media images of celebrities true?
- ☐ How can media images of celebrities make someone feel?
- ☐ What non-physical qualities make people attractive? Why?

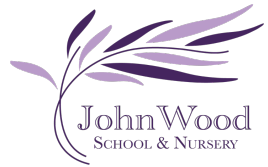
Learning Objectives. I can:

I can give an example of when I have had increased independence and how that has also helped me to show responsibility.

I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.



PSHE
Year 5
Growing and Changing
Summer 2



Key Vocabulary

respect

wellbeing

trust

hormones

mood swings

confidential

resilience

puberty

period

crush

embarrassed

menstruation

unwanted touch

Key Questions



Managing Difficult Feelings

- ☐ Why do people have good and not so good feelings?
- ☐ Is resilience the same as confidence?
- ☐ Can someone develop confidence or resilience? How?
- ☐ Does having resilience help people with their feelings?

Managing Change

- ☐ What different changes can someone experience?
- ☐ Does change cause strong emotions?
- ☐ Does preparing for change help? How might preparing for change help someone to cope with it?
- ☐ What might help someone cope with these strong emotions?

Getting Help

- ☐ Does the body feel differently when someone may need help?
- ☐ When might someone need help?
- ☐ What advice would you give to someone who needs to get help?
- ☐ What makes someone a trusted adult?

Learning Objectives. I can:

I can explain what resilience is and how it can be developed.
I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).
I am able to identify when I need help and can identify trusted adults in my life who can help me.