

PSHE

National Curriculum Programme of Study

‘Good relationships are a core principle at Parkfields and we expect every member of the school to take responsibility for supporting the value of equality, by showing consideration for all.

This principle is at the heart of our PSHE curriculum. Pupils learn about health and wellbeing, careers, living in the wider world and healthy relationships.’

Year 5 - Autumn Term

Key knowledge	Key skills	Key Vocabulary
Families and friendships Pupils learn: • What makes a healthy friendship and how they make people feel included; • Strategies to help someone feel included; • What peer influence is and how it can make people feel or behave; • The impact of the need for peer approval in different situations, including online; • Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication; • How it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships; • How friendships can change over time and the benefits of having new and different types of friends; • How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable; • When and how to seek support in relation to friendships.	Pupils learn how to: • Compare different types of friendships and the feelings associated with them; • Describe the qualities of positive friendships; • Explore different ways of being a good friend; • Explain how to stay safe when using technology to communicate with their friends; • Apply strategies to manage their feelings and the pressures they may face; • Identify places someone struggling with friendship could get support.	friendship, peers, influence, strategy, communication, assertive, challenge, dispute, difference

Safe relationships Pupils learn: - To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations; - How to ask for, give and not give permission for physical contact; - How it feels in a person's mind and body when they are uncomfortable; - How it is never someone's fault if they have experienced unacceptable contact; - How 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; - Whom to tell if they are concerned about unwanted physical contact.	Pupils learn how to: - Explain what is meant by appropriate and inappropriate touch; - Respond to unwanted or unacceptable physical contact; - Recognise that they can speak to a trusted adult or contact Childline if they're worried for themselves or a friend.	relationships, contact, physical, wanted, unwanted, permission, comfortable, uncomfortable, respond, persuasion
Respecting ourselves and others Pupils learn: - To recognise that everyone should be treated equally; - 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 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	Pupils learn how to: - Explain ways to safely challenge discrimination; - Report discrimination online; - Speak to a trusted adult if they think they have experienced discrimination.	discrimination, diversity, stereotypes, respect, tradition, belief, lifestyle, racism, sexism, homophobia, bullying, harassment, trolling

Year 5 - Spring Term

Key knowledge	Key skills	Vocabulary
Belonging to a community Pupils learn: - How resources are allocated and the effect this has on individuals, communities and the environment; - The importance of protecting the environment and how everyday actions can either support or damage it; - how to show compassion for the environment, animals and other living things; - How the way money is spent affects the environment.	Pupils learn how to: - Explain how the allocation of resources impacts on the environment; - Express their own opinions about their responsibility towards the environment; - Identify actions they can to protect the environment.	community, belonging, environment, compassion, responsibility

Media literacy and Digital resilience Pupils learn: • 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; • How some media and online content promote stereotypes; • How to assess which search results are more reliable than others; • To recognise unsafe or suspicious content online; • How devices store and share information.	Pupils learn how to: • Manage feelings about news; • Spot fake news; • Understand that news is targeted.	media, entertain, inform, persuade, advertise, fact, opinion, bias stereotype, suspicious
Money and Work Pupils learn: • The role ambition can play in achieving a future career; • 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; • What stereotyping is in the workplace, its impact and how to challenge it; • There are a variety of routes into work e.g. college, apprenticeships, university, training.	Pupils learn how to: • Explain how or why someone might choose a certain career; • Identify jobs that they might like to do in the future;	aspiration, ambition, work, job, career, influence, future, diversity, inclusion, opportunity, college, apprenticeship, university

Year 5 - Summer Term

Key knowledge	Key skills	Vocabulary
Physical health and Mental wellbeing Pupils learn: • Healthy sleep strategies and how to maintain them; • The benefits of being outdoors and in the sun for physical and mental health; • How medicines can contribute to health and how allergies can be managed; • How some diseases can be prevented by vaccinations and immunisations; • How bacteria and viruses can affect health; • How they can prevent the spread of bacteria and viruses with everyday hygiene routines.	Pupils learn how to: • Explain how sleep contributes to a healthy lifestyle; • Manage risk in relation to sun exposure, including skin damage and heat stroke; • Recognise the shared responsibility of keeping a clean environment.	sleep, habit, risk, medicine, allergy, disease, vaccinations, immunisations, bacteria, virus, hygiene

Growing and changing Pupils learn: • What personal identity is and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes; • How gender identity for some people does not correspond with their biological sex; • How to recognise, respect and express their individuality and personal qualities; • Ways to boost their mood and improve emotional wellbeing; • The link between participating in interests, hobbies and community groups and mental wellbeing.	Pupils learn how to: • Explain what is meant by identity; • Discuss ways in which identity can be expressed; • Explain what is meant by emotional wellbeing.	identity, individual, race, sex, gender, faith, culture, mood, emotional wellbeing
Keeping safe Pupils learn: • To identify when situations are becoming risky, unsafe or an emergency; • To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour; • How to deal with common injuries using basic first aid techniques; • How to respond in an emergency, including when and how to contact different emergency services; • How female genital mutilation (FGM) is against British law; • What to do and whom to tell if they think they or someone they know might be at risk of FGM.	Pupils learn how to: • Evaluate the differences between a risky situation, an unsafe situation and an emergency; • Identify occasions where they can help take responsibility for their own safety; • Identify how and when to get help and support.	risk, emergency, safe, unsafe, danger, responsibility, injury