

PHSCE Medium term overview

Year 5

	Topic	In this unit of work children will learn:	Teacher notes:
Relationships	<p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> • To know what makes a healthy friendship and how they make people feel included • To know some strategies to help someone feel included • To know what peer influence is and how it can make people feel or behave • To know 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 • To know that it is common for friendships to experience challenges • To know strategies to positively resolve disputes and reconcile differences in friendships • To know that friendships can change over time and the benefits of having new and different types of friends • To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • To know when and how to seek support in relation to friendships 	
	<p>Safe relationships</p> <p>Physical contact and feeling safe</p>	<ul style="list-style-type: none"> • To know and identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • To know how to ask for, give and not give permission for physical contact • To know how it feels in a person's mind and body when they are uncomfortable 	

	<p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> • To know that it is never someone's fault if they have experienced unacceptable contact • To know how to respond to unwanted or unacceptable physical contact • To know 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 • To know whom to tell if they are concerned about unwanted physical contact 	
	<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> • To know that everyone should be treated equally • To know 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 • To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • To know how to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • To know the impact of discrimination on individuals, groups and wider society • To know ways to safely challenge discrimination • To know how to report discrimination online 	
Living in the wider world	<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> • To know how resources are allocated and the effect this has on individuals, communities and the environment • To know the importance of protecting the environment and how everyday actions can either support or damage it • To know how to show compassion for the environment, animals and other living things • To know that money is spent and how it affects the environment • To know how to express their own opinions about their responsibility towards the environment 	
	<p>Media literacy and Digital resilience</p>	<ul style="list-style-type: none"> • To know and identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise 	

	<p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> • To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • To know some media and online content promote stereotypes • To know how to assess which search results are more reliable than others • To know and recognise unsafe or suspicious content online • To know how devices store and share information 	
	<p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> • To know and identify jobs that they might like to do in the future • To know the role ambition can play in achieving a future career • To know how or why someone might choose a certain career • To know what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • To know the importance of diversity and inclusion to promote people’s career opportunities • To know what stereotyping in the workplace is, its impact and how to challenge it • To know that there is a variety of routes into work e.g. college, apprenticeships, university, training 	
Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> • To know how sleep contributes to a healthy lifestyle • To know healthy sleep strategies and how to maintain them • To know the benefits of being outdoors and in the sun for physical and mental health • To know how to manage risk in relation to sun exposure, including skin damage and heat Stroke • To know how medicines can contribute to health and how allergies can be managed 	

		<ul style="list-style-type: none"> • To know that some diseases can be prevented by vaccinations and immunisations • To know that bacteria and viruses can affect health • To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines • To know and recognise the shared responsibility of keeping a clean environment 	
	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> • To know what personal identity is and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • To know that for some people their gender identity does not correspond with their biological sex • To know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • To know how to recognise, respect and express their individuality and personal qualities • To know ways to boost their mood and improve emotional wellbeing • To know the link between participating in interests, hobbies and community groups • and mental wellbeing 	
	<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> • To know and identify when situations are becoming risky, unsafe or an emergency • To know and identify occasions where they can help take responsibility for their own safety • To know the difference between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • To know how to deal with common injuries using basic first aid techniques • To know how to respond in an emergency, including when and how to contact 	

		<p>different emergency services</p> <ul style="list-style-type: none">• To know that female genital mutilation (FGM) is against British law¹• To know what to do and whom to tell if they think they or someone they know might be at risk of FGM	
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