



PSHE Implementation

PSHE Implementation – Key Concepts		
<p>Living in the wider world</p> <ul style="list-style-type: none"> • Rights and responsibilities • Money • Taking care of the environment 	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • Healthy lifestyles • Growing and changing • Keeping safe 	<p>Relationships</p> <ul style="list-style-type: none"> • Feelings and emotions • Healthy relationships • Valuing difference

The Key Concepts of PSHE are taught through the following sequence of topics:		
Autumn	Spring	Summer
Relationships	Health and wellbeing	Living in the wider world

Topic Specific Vocabulary		
Relationships	Health and wellbeing	Living in the wider world
feelings, empathy, recognising others’ feelings friendships, families, couples, positive relationships relationships, unhealthy, pressure committed loving relationships, civil partnerships, marriage forced marriage actions, behaviour, consequences physical contact, touch, acceptable, unacceptable confidentiality, secrets, surprises, personal safety listening, viewpoints, opinions, respect collaborative working, shared goals disputes, conflict, feedback, support, negotiation, compromise people, equality, identity, stereotypes, discrimination bullying, discrimination, aggressive behaviour dares, challenges	balanced lifestyles, choices, health, wellbeing balanced diet, choices, food, influences media, images, reality/fantasy, true/false achievements, aspirations, goals, strengths target-setting conflicting emotions, feelings, managing feelings change, transitions, loss, separation, divorce, bereavement risk, danger, hazard, responsibility, safety bacteria, viruses, hygiene routines pressure, managing pressure, influences, media, peer emergency aid, help, safety, rules habits drugs, alcohol, tobacco, medicines, caffeine puberty, physical and emotional changes human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers FGM, bodies, safety, abuse safety, roads, cycle, rail, water, fire safety, online, personal information, passwords, images advice, support, asking for help mobile phones, responsibility, safe use	discussion, debate, topical issues, problems, events rules, laws, making and changing rules human rights, children’s rights, practices against human rights, FGM, anti-social behaviour, aggression, bullying, discrimination rights, duties, home, school, environment resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health, wellbeing people, difference, diversity, identity, UK people, places, values, customs money, spending, saving, budgeting money, interest, loan, tax, debt resources, sustainability, economics, choices, environment enterprise, enterprise skills, entrepreneurs media, social media, information, forwarding



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of PSHE at Whinstone.

Relationships		
Feelings and emotions	Healthy relationships	Valuing difference
<ul style="list-style-type: none"> • how to respond appropriately to a wider range of feelings in others • about confidentiality • about times when it appropriate and necessary to break a confidence • to recognise and manage dares 	<ul style="list-style-type: none"> • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage • about the consequences of their actions on themselves and others • about judging whether physical contact is acceptable or unacceptable • how to respond • about the skills needed in an emergency • negotiation and compromise strategies to resolve disputes and conflict • to give helpful feedback and support to others • about the importance of keeping personal boundaries and the right to privacy 	<ul style="list-style-type: none"> • to respectfully listen to others but raise concerns and challenge points of view when necessary • about the factors that make people the same or different • to recognise and challenge ‘stereotypes’ • about the correct use of the terms sex, gender identity and sexual orientation • about discrimination, teasing, bullying and aggressive behaviour and its effect on others



Health and wellbeing		
Healthy lifestyles	Growing and changing	Keeping safe
<ul style="list-style-type: none"> • about positively and negatively affects health and wellbeing (including mental and emotional health) • how to make informed choices that contribute to a 'balanced lifestyle' • about the benefits of a balanced diet • about different influences on food and diet • about developing skills to help make their own choices about food • how images in the media can distort reality • that this can affect how people feel about themselves • about habits (<i>in relation to drug, alcohol and tobacco education</i>) • about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco) 	<ul style="list-style-type: none"> • about different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about coping with change and transition - how this relates to bereavement and the process of grieving • about the changes that happen at puberty • about human reproduction in the context of the human lifecycle • how a baby is made and how it grows • about roles and responsibilities of parents and carers • that pregnancy can be prevented 	<ul style="list-style-type: none"> • about independence, increased responsibility and keeping safe • how the spread of infection can be prevented • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about the skills needed in an emergency • about the right they have to protect their body • that female genital mutilation (FGM) is physical abuse and is illegal • about the importance of speaking out about FGM • about strategies for managing personal safety - local environment • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online • about who is responsible for their health and wellbeing • where to get help advice and support • how to keep safe and well when using a mobile phone



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Living in the wider world		
Rights and responsibilities	Money	Taking care of the environment
<ul style="list-style-type: none"> To research, discuss and debate to discuss and debate issues concerning health and wellbeing why and how laws are rules and laws are made how to take part in making and changing rules about the importance of human rights (and the Rights of the Child) about the UN declaration on the Rights of the Child that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights that human rights overrule any beliefs, ideas or practices that harm others how anti-social behaviours can affect wellbeing how to handle, challenge or respond to anti-social or aggressive behaviours about resolving differences, respecting different points of view and making their own decisions about what it means to be a part of a community about different groups / individuals that support the local community about the role of voluntary, community and pressure groups To appreciate the range of national, regional, religious and ethnic identities of people living in the UK about the lives, values and customs of people living in other places to be critical of what they see and read in the media to critically consider information they choose to forward to others 	<ul style="list-style-type: none"> how finance plays an important part in people's lives about being a critical consumer about what is meant by 'interest', 'loan', 'debt' about the importance of looking after money, including managing loans and debts that people pay 'tax' to contribute to society what it takes to set up an enterprise about what enterprise means for work and society 	<ul style="list-style-type: none"> about different kinds of responsibilities (home, school, community and the environment) about how resources are allocated and the effect this has on individuals, communities and the environment



PSHE Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Relationships	Meeting expectations
	I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
	I can recognise and manage emotions within a range of relationships
	I can recognise risky or negative relationships including all forms of bullying and abuse
	I can respond to risky or negative relationships and ask for help
	I can respect equality and diversity in relationships
Health and Well Being	Meeting expectations
	I know what is meant by a healthy lifestyle
	I know how to maintain physical, mental and emotional health and wellbeing
	I know how to manage risks to physical and emotional health and wellbeing
	I know ways of keeping physically and emotionally safe
	I know about managing change, including puberty, transition and loss
	I know how to make informed choices about health and wellbeing and to recognise sources of help with this
	I Know how to respond in an emergency
I can identify different influences on health and wellbeing	
Living in the Wider World	Meeting expectations
	I know about respect for self and others and the importance of responsible behaviours and actions
	I know about rights and responsibilities as members of families, other groups and ultimately as citizens
	I know about different groups and communities
	I can respect diversity and equality and know how to be a productive member of a diverse community
	I know about the importance of respecting and protecting the environment
	I know about where money comes from, keeping it safe and the importance of managing it effectively
	I know the part that money plays in people’s lives
I have a basic understanding of enterprise	