



PSHE Implementation

The Key Concepts of PSHE are taught through the following sequence of topics:

Autumn 1 Relationships	Autumn 2 Living in the Wider World	Spring 1 Health and Wellbeing	Spring 2 Relationships	Summer 1 Health and Wellbeing	Summer 2 Living in the Wider World
<p>TEAM</p> <p>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.</p>	<p>Britain</p> <p>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.</p>	<p>It's My Body</p> <p>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 and learning about substances which are 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. Throughout the unit, children will be encouraged to consider the choices they have and</p>	<p>Be Yourself</p> <p>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 respond to peer pressure. It will also look at how to be confident and how to manage uncomfortable</p>	<p>Aiming High</p> <p>In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.</p>	<p>Money Matters</p> <p>This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need</p>



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		learn about the support that is available to them.	feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.	
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Topic Specific Vocabulary		
Relationships	Health and wellbeing	Living in the wider world
<p>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</p>	<p>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</p>	<p>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</p>



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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.

Autumn Term	
Autumn 1 - TEAM	Autumn 2 - Britain
<ul style="list-style-type: none"> • To know that their actions affect themselves and others. To work collaboratively towards shared goals. To know that their actions affect themselves and others. • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view. • To recognise and respond appropriately to a wider range of feelings in others. To know that their actions affect themselves and others. • To work collaboratively towards shared goals. • To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • To learn how to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view. • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. 	<ul style="list-style-type: none"> • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To understand that there are basic human rights shared by all peoples and all societies. • To understand what being part of a community means. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. to learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities • To understand why and how rules and laws that protect themselves and others are made and enforced. To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities. To learn what democracy is, and about the basic institutions that support it locally and nationally • To understand what democracy is and about the basic institutions that support it locally and nationally. To understand that there are basic human rights shared by all peoples and all societies. • To understand what democracy is and about the basic institutions that support it locally and nationally. To understand that there are basic human rights shared by all peoples and all societies. • To understand what being part of a community means and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To think about the lives of people living in other places, and people with different values and customs.



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<ul style="list-style-type: none"> • To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. • To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. 	
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Spring Term	
Spring 1 – It’s my Body	Spring 2 – Be Yourself
<ul style="list-style-type: none"> • To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ • To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’. • To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ • To know which, why and how commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To understand what is meant by the term ‘habit’ and why habits can be hard to change. To understand how pressure to behave in unacceptable, unhealthy or risky ways can come 	<ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. • To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement • To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • To approach challenges positively by collecting information, looking for help, making responsible choices and taking action. To deepen their understanding of good and not so good feelings, to extend their vocabulary



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<p>from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <ul style="list-style-type: none"> • To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. To recognise and challenge stereotypes • To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To explore and critique how the media present information 	<p>to enable them to explain both the range and intensity of their feelings to others</p> <ul style="list-style-type: none"> • To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To learn to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
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Summer Term	
Summer 1 – Aiming High	Summer 2 – Money Matters
<ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. • To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. • To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. • To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To recognise and challenge stereotypes. 	<ul style="list-style-type: none"> • To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. • To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world • To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.



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<ul style="list-style-type: none"> • To understand what is meant by enterprise and begin to develop enterprise skills. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To work collaboratively towards shared goals. • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. 	<ul style="list-style-type: none"> • To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. • To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT) • To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT)
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PSHE Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained against expectations.

TEAM - Relationships

Skills and Expectations:

I can understand the importance of shared responsibilities in helping a team to function successfully

I can reflect on the need to care for individuals within a team.

I can compromise to ensure a task is completed.

I can work collaboratively to complete a task.

I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.

I can accept that people have different opinions and know

I can talk about the attributes of a good team.

Britain – Living in the Wider World

Skills and Expectations:

I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect



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I can explain what a community is and what it means to belong to one
I can explain why and how laws are made and identify what might happen if laws are broken.
I can discuss the terms democracy and human rights in relation to local government
I can discuss the terms democracy and human rights in relation to national government
I can investigate what charities and voluntary groups do and how they support the community.

It's my Body – Health and Wellbeing

Skills and Expectations:
I know that my body belongs to me and that I have control over what happens to it
I understand why getting enough sleep is important.
I know how to take care of my changing body
I understand the harmful effects of using drugs, including alcohol and tobacco
I understand what a positive body image is.
I can make informed choices in order to look after my physical and mental health

Be Yourself - Relationships

Skills and Expectations:
I can explain why everyone is unique and understand why this should be celebrated and respected.
I can explain why I should share my own thoughts and feelings and I know how to do this
I can explore uncomfortable feelings and understand how to manage them
I can understand why we sometimes feel shy or nervous and know how to manage these feelings.
I can identify when I might have to make different choices from those around me.
I can explore how it feels to make a mistake and describe how I can make amends.

Aiming High – Health and Wellbeing

Skills and Expectations:
I can understand how people learn new things and achieve certain goals.
I can understand that a positive attitude towards learning can help us succeed in life.



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I can identify opportunities that may become available to me in the future and I am aware how to make the most of them.
I can understand that gender does not determine what jobs people can do
I can understand why it is important to develop certain skills to prepare for the world of work
I can discuss my goals for the future and the steps I need to take to achieve them

Money Matters – Living in the Wider World

Skills and Expectations:
I can explain some financial risks we might encounter and can discuss how we can avoid them
I understand how retailers try to influence our spending.
I understand what 'value for money' means and can explain how we can tell if things are good value
I can explain why we need to budget and how to make one
I can explain why people borrow money
I can explain what tax is and why we need to pay it