



## PSHE MEDIUM TERM PLANNING

### YEAR 5 AND 6

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship and SEAL are covered within the themes:

Sex and Relationships	E-safety
Drugs, Alcohol and Tobacco	Careers education and personal finance
Citizenship	Emotional wellbeing
SEAL	

Skills to be taught throughout the year		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> </ol>



<p>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</p> <p>8. Recognising and managing the need for peer approval</p>	<p>different roles; the ability to recognise and learn from others' experience)</p> <p>5. Negotiation (including flexibility, self-advocacy and compromise)</p> <p>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</p> <p>7. Responding to the need for positive affirmation for self and others</p>	<p>7. Identification, assessment (including prediction) and management of risk</p> <p>8. Evaluating social norms</p> <p>9. Reviewing progress against objectives</p>
<p><b>Autumn 1</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<p><b>Me and my relationships</b></p>	<p>I understand that there are different types of families.</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings</p>	<p>I have the skills to form and maintain a healthy relationship</p> <p>I know that relationships can change over time and that new relationships and may develop. I know the features of a positive healthy relationship.</p> <p>I am aware of different types of relationships and families; and what makes them a positive, healthy relationship.</p>



		<p>I can recognise and challenge stereotypes - e.g. Boys and Girls hobbies and interests.</p> <p>I know where individuals, families and groups can get help and support</p>
<b>Autumn 2</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Keeping Myself Safe</b>	<p>I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, in the local environment (rail, farm, water and fire)</p> <p>I can use online tools safely to exchange information and collaborate with others within and beyond school</p> <p>I understand that the person that I think I am communicating with online may not be who they say they are.</p> <p>I know how to present myself safely online eg social media sites</p>	<p>I recognise the responsibility I have due to increased independence and can keep myself and others safe</p> <p>I can respond to challenges including recognising, managing and assessing risks in different situations and can manage them responsibly</p> <p>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online</p> <p>I understand that the person that I think I am communicating with on-</p>



		line may not be who they say they are.
Spring 1	Year 5	Year 6
<p><b>My Healthy Lifestyle</b></p>	<p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including positive self-image.</p> <p>I understand simple, safe routines to prevent the spread of bacteria and viruses</p> <p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others</p>	<p>I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a <b>balanced diet</b></p> <p>I understand the importance of nutrition and physical activity for growth</p> <p>I understand what resilience is and have strategies I can use to build my own resilience</p>



Spring 2	Year 5	Year 6
<p><b>Me and my Future</b></p>	<p>I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices</p> <p>I know and understand how I can develop skills to make a contribution in the future</p> <p>I know that there are a range of earnings for different jobs</p> <p>I am able to plan for future spending</p> <p>I understand how and why people save</p> <p>I can differentiate between essentials and desires - needs and wants</p> <p>I can discuss wider issues such as 'does money make you happy?'</p>	<p>I can describe the different ways of looking at people's careers and how they develop</p> <p>I know that I have the same rights and opportunities in learning and work the same as other people.</p> <p>I understand that money we earn also supports the community</p> <p><b>I understand different ways of keeping track of my money and can manage a budget</b></p> <p>I understand that managing money is complex but there are people who can help</p>
Summer 1	Year 5	Year 6
<p><b>Becoming an active citizen</b> (Link with Young Leader's award)</p>	<p>I can talk and write about my opinions</p> <p>I know that circumstances in other countries and cultures may be different from our own</p>	<p>I understand what being part of a community means and I can take part more fully in school and community activities</p>



	<p>I know about Fair Trade and what it means</p> <p>I know where to find impartial advice to inform my decision making</p> <p><b>I can express my views confidently and listen to and show respect for the views of others</b></p> <p><b>I can resolve differences, looking at alternatives, making decisions and explaining choices</b></p>	<p>I can research, discuss and debate topical issues, problems and events</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>I can act upon the different kind of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>I can discuss controversial issues in a mature manner</p>
<b>Summer 2</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Moving on</b></p> <p><b>Sex Education</b></p>	<p>I can identify positive achievements during my time in Year 5</p> <p><b>I can identify my strengths, areas for improvement and set myself some goals for Year 6</b></p> <p>I can explain what I am worried about and what I am looking forward to in Year 6</p>	<p>I can identify positive achievements during my time in Primary School</p> <p>I can explain what I am worried about and what I am looking forward to in Year 7</p> <p>I know what to expect when I start Year 7</p> <p><b>I know about human reproduction</b></p>



	<p>I know some of the ways of dealing with the feelings that sometimes arise from changes</p> <p>I can name and explain male and female body parts, relating to Sex and Relationship Education</p> <p>I know the ways in which boys and girls grow and develop in puberty - physically and emotionally</p>	<p>including conception</p> <p>I understand the physical and emotional changes I will go through at puberty</p> <p>I understand the impact of growth and adolescence on my hygiene.</p> <p>I can look after my body as I go through puberty</p> <p>I can manage my periods (menstruation)</p>
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