



Year 5 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rolling Programme School Values: Year 1	Responsibility	Respect	Happiness	Honesty	Aspiration	Tolerance
Rolling Programme School Values: Year 2	Cooperation	Friendship	Health	Harmony	Fairness	Hope
British Values	Law and Democracy - school council	We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.	We know that we are all special. We try and help other people.	We understand the consequences of our actions. We understand right from wrong.	We treat everybody equally. Courage	We treat everybody equally. Courage
Themes:	Team	It's My Body	Britain	Be Yourself	Aiming High	Money Matters
H - Health and Wellbeing R - Relationships L - Living in the wider world. C- Citizenship	H8 - To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. H12 - To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. H13 - To know about people who look after them, their family networks, who to go to if they are worried and how to	H1 - To know what positively and negatively affects their physical, mental and emotional health. H2 - To know how to make informed choices (including recognising that choices can have a positive, neutral or negative consequence) and to begin to understand the concept of a 'balanced lifestyle'. H3 - To recognise opportunities and develop skills to make	H8 - To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. H14 - To know about the ways that pupils can help people who look after them to more easily protect them. L2 - To know how to construct, and agree to follow, group, class and school rules and to understand how these rules help	H2 - To know how to make informed choices (including recognising that choices can have a positive, neutral or negative consequence) and to begin to understand the concept of a 'balanced lifestyle'. H5 - To know about change and loss and the associated feelings (including moving house, losing toys, pets or friends). H6 - To deepen their	H5 - To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. R11 - To work collaboratively towards shared goals R16 - to recognise and challenge stereotypes. L16 - To know what is meant by enterprise and begin to develop enterprise skills. CC - to face new	L13 - To know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. L14 - To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through payment of VAT). L15 - To know that resources can be allocated in different



	<p>attract their attention H14 - To know about the ways that pupils can help people who look after them to more easily protect them. R1 - To communicate their feelings to others, to recognise how others show feelings and how to respond R7 - to offer constructive support and feedback to others R10 - To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R11 - To work collaboratively towards shared goals R12 - To recognise when people are</p>	<p>their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. H4 - To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. H16 - To know what is meant by the word 'habit' and why habits can be hard to change H17 - 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 H20 - To know about</p>	<p>them. L3 - To know people and other living things have the rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that they have borrowed). L6 - To understand the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. L7 - To know that they have different kinds of responsibilities,</p>	<p>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. H7 - To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. R2 - To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3 - To recognise ways in which a relationship can be unhealthy and whom they can talk to if they need support R12 - To recognise when people are being unkind to them</p>	<p>challenges positively by collecting information, looking for help, making responsible choices, and taking action. Ce - about the range of jobs carried out by people they know and how they can develop skills for the future.</p>	<p>ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>
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	<p>being unkind to them or others, how to respond, who to tell and what to say</p> <p>L2 - To know how to construct, and agree to follow, group, class and school rules and to understand how these rules help them . L7 - To know 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.</p> <p>L8 - To know the ways in which they are all unique; understand that there has never been and never will be another 'them'.</p> <p>CC - to face new challenges positively by collecting</p>	<p>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 mutation (FGM) constitutes abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>R3 - To recognise ways in which a relationship can be unhealthy and whom they can talk to if they need support</p> <p>R8 - To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9 - The concept of 'keeping something confidential or</p>	<p>rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>L9 - To know what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>L10 - To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact special people when they need their help; including dialling 999 in an emergency.</p> <p>L11 - To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>	<p>or others, how to respond, who to tell and what to say</p> <p>R15 - To recognise and manage 'dares'</p> <p>CC - to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>		
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	<p>information, looking for help, making responsible choices, and taking action.</p>	<p>secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R16 - To recognise and challenge stereotypes</p> <p>R21 - To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>L17 - To explore and critique how the media present information.</p>	<p>L12 - To consider the lives of people living in other places, and people with different values and customs.</p> <p>CG What democracy is, and about the basic institutions locally and nationally.</p>			
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