



**Medium Term Curriculum Overview 2021/22 – Spring Term**

**Subject: PSHE**

**Year: 5**

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

	<p>Spr1 Hope <b>Rule of Law</b></p> <p>Healthy Lifestyle/ Health and Wellbeing – Understand risk/ resisting Pressure</p>	<p>Sp2 <b>Friendship</b> <b>Tolerance of those with different faiths and beliefs</b></p> <p>Relationships What is a healthy relationship?</p>
<p>Week 1 To always explore the British Value of the Term</p>	<p><b>British Values</b> <b>Rule of Law</b></p> <ul style="list-style-type: none"><li>To understand the 'Rule of Law'</li></ul>	<p><b>British Values</b> <b>Tolerance of those with different faiths and beliefs</b></p> <ul style="list-style-type: none"><li>To understand the meaning of tolerance and to know how to respect those with differences.</li></ul>

<p>Week 2</p>	<p style="text-align: center;"><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• To understand like physical health – part of daily life, importance of taking care of mental health</li> <li>• To understand different areas of mental health, how this fits with wellbeing.</li> <li>• To know strategies and behaviours to support mental health</li> <li>• To understand and recognise that feelings can change overtime/ The importance of expressing feelings</li> <li>• To know services that can help with Mental Health support.</li> <li>• To understand how online misuse (trolling) can be detrimental to someone’s mental health as well as face-to-face unkindness.</li> </ul>	<p style="text-align: center;"><b>Friendship &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>• To understand and know the different types of relationships.</li> <li>• To understand why people may choose to get married and what this means legally.</li> <li>• To understand Marriage Equality has not always been allowed (LGBT+/Same Sex Partnership – 2014) <a href="#">Using support from ‘Valuing All God’s Children’ and Stonewall Resources</a></li> <li>• How wedding ceremonies may look different to those with different faiths and beliefs.</li> <li>• To understand the difference between friendship, family relationships and relationships with marriage or partner (referring to their adults at home)</li> <li>• To understand the difference between love for our friends and love for our families.</li> </ul>
<p>Week 3</p>	<p style="text-align: center;"><b>Keeping Safe – Peer Pressure</b></p> <ul style="list-style-type: none"> <li>• To understand and know the meaning of Consent &amp;</li> <li>• To know how to have the ability to say ‘No’.</li> <li>• To know unwanted own opinion of unwanted physical/emotional contact and to know what strategies would we use</li> <li>• To understand levels of friendship and how peer pressure can take a role in relationships</li> <li>• To know pressures of social influences.</li> </ul> <p style="text-align: center;"><u>When to say ‘no’/ ‘I’ll tell’ –</u></p> <ul style="list-style-type: none"> <li>• To know that sometimes we have a responsibility to tell</li> <li>• To understand our changing bodies as we grow and</li> </ul>	<p style="text-align: center;"><b>Can I be aware of different types of relationship, including those between acquaintances, friends, relatives and families?</b></p> <ul style="list-style-type: none"> <li>• To understand that we can differentiate relationships.</li> <li>• To know the difference between acquaintances and friends</li> <li>• To understand that mutual respect is needed within all relationships to maintain them.</li> <li>• To understand and know how to identify controlling behaviours associated with peer pressures and unwanted physical/emotional contact</li> </ul>

	<p>how to keep our bodies safe. To understand pressures of media and online.</p> <p><b>Can I say what makes me feel worried and what I can do about it?</b></p> <ul style="list-style-type: none"> <li>• To understand where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>• To know how to keep something confidential or secret and to know and understand when something confidential may need to be shared.</li> </ul>	
<p>Week 4</p>	<p><b>Can I recognise how images in the media do not always reflect reality and can affect how people feel about themselves?</b></p> <ul style="list-style-type: none"> <li>• To understand pressures of self-image in social media.</li> <li>• To understand that the media's perception of beauty may not be reality.</li> <li>• To know that social media can glamorise beauty, drugs, alcohol etc.</li> </ul>	<p><b>Can I recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships?</b></p> <ul style="list-style-type: none"> <li>• To know how to have a healthy relationship.</li> <li>• To understand unhealthy and healthy qualities in a relationship.</li> <li>• To know where to seek support if a relationship is becoming unhealthy.</li> <li>• To understand who I have a healthy relationship with who and why.</li> <li>• To know who are my support network in and out of school.</li> <li>• To understand and know if my relationships with my support network are healthy and why.</li> </ul> <p>(Appropriate/Not Appropriate)</p>

Week 5	<p><b>Internet Safety Day</b> <b>8<sup>th</sup> February</b></p> <ul style="list-style-type: none"><li>• To understand and know the risks of being online, including age restrictions.</li><li>• To know the internet and digital devices can be used safely to find things out and to communicate with others</li></ul>	<p><b>Expect Respect Teaching - Priority (Consent)</b></p>
Week 6		
Week 7		