

Waterville Primary School Progression of Skills in PSHE

Year 5	Intent This curriculum overview provides the importance of Personal, Social and Health Education (PSHE) help given to pupils to attain knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life learning.	
Key Vocabulary Flexible, collaboratively, contribution, role, collaborate, respectful, Feelings, manage, uncomfortable, situations, resisting, danger, help, support, unhealthy, anxious, pressure, negative, communication, emotions, sharing.	Key Vocabulary Careers, discrimination, law, future, goals, ambition, targets, innovation, enterprise, problem solving, barriers, Prioritise, outgoings, budget, retail, availability, price, tax, payment, income tax, council tax, contribute, critical consumer.	Key Vocabulary Influence, balanced lifestyle, emotional, body image, pressure, media, rest, consent, body image, beauty, self-confidence, appearance, stereotype, advertising, harmful, dangerous, substances, habit, damage, legal, illegal, age-restrictions, consequences.
Relationships Autumn	Living in the Wider World Spring	Health & Wellbeing Summer
<p>Families and friendships</p> <ul style="list-style-type: none"> • Healthy friendships. • Peer influence and peer pressure. • Challenges with friendships and how to resolve disputes. • Friendships can change over time. • Seeking help if a friendship is making them feel unsafe, worried, or uncomfortable. <p>Safe Relationships</p> <ul style="list-style-type: none"> • Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. • How to ask for, give and not give permission for physical contact. • How it feels in a person's mind and body when they are uncomfortable. • It is never someone's fault if they have experienced unacceptable contact. • How to respond to unwanted or unacceptable physical contact. • No one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. • Whom to tell if they are concerned about unwanted physical contact. <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • Recognise that everyone should be treated equally. • Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. • What discrimination means and different types of discrimination e.g. racism, sexism, homophobia. • Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society. • Ways to safely challenge discrimination. • How to report discrimination online. 	<p>Belonging to a community</p> <ul style="list-style-type: none"> • How resources are allocated and the effect this has on individuals, communities and the environment. • The importance of protecting the environment and how everyday actions can either support or damage it. • Show compassion for the environment, animals and other living things. • The way that money is spent and how it affects the environment. • Express their own opinions about their responsibility towards the environment. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. • Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. • That some media and online content promote stereotypes. • How to assess which search results are more reliable than others. • Recognise unsafe or suspicious content online. • How devices store and share information. <p>Money and Work</p> <ul style="list-style-type: none"> • Identify jobs that they might like to do in the future. • The role ambition can play in achieving a future career. • How or why someone might choose a certain career. <ul style="list-style-type: none"> • What might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values. • The importance of diversity and inclusion to promote people's career opportunities. • Stereotyping in the workplace, its impact and how to challenge it. • There is a variety of routes into work e.g. college, apprenticeships, university, training. 	<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • Healthy sleep strategies and how to maintain them. • Benefits of being outdoors and in the sun for physical and mental health. • How to manage risk in relation to sun exposure, including skin damage and heat stroke. • How medicines can contribute to health and how allergies can be managed. • Some diseases can be prevented by vaccinations and immunisations. • Bacteria and viruses can affect health. • How they can prevent the spread of bacteria and viruses with everyday hygiene routines. • Recognise the shared responsibility of keeping a clean environment. <p>Growing and changing</p> <ul style="list-style-type: none"> • Personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. • That for some people their gender identity does not correspond with their biological sex. • Recognise, respect and express their individuality and personal qualities. • Ways to boost their mood and improve emotional wellbeing. • The link between participating in interests, hobbies and community groups and mental wellbeing. <p>Keeping safe</p> <ul style="list-style-type: none"> • Identify when situations are becoming risky, unsafe or an emergency. • Identify occasions where they can help take responsibility for their own safety. • Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour. • How to deal with common injuries using basic first aid techniques. • How to respond in an emergency situation.