

# PSHE: Year 5



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	<b>HEALTH AND WELLBEING</b> What makes up a person's identity?	<b>LIVING IN THE WIDER WORLD</b> What decisions can people make with money?	<b>HEALTH AND WELLBEING</b> How can we help in an accident or emergency?	<b>RELATIONSHIPS</b> How can friends communicate safely?	<b>HEALTH AND WELLBEING</b> How can drugs common to everyday life affect health?	<b>LIVING IN THE WIDER WORLD</b> What jobs would we like?
<b>Outcome</b>	<b>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</b>	<b>Children understand the importance of making decisions about money; spending and saving</b>	<b>Basic first aid, accidents, dealing with emergencies</b>	<b>Friendships; relationships; becoming independent; online safety</b>	<b>Drugs, alcohol and tobacco; healthy habits</b>	<b>Careers; aspirations; role models; the future</b>
<b>Sequence of Learning</b>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>how to challenge stereotypes and assumptions about others</li> </ul>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>I can explain how people make decisions about spending and saving money and what influences them</li> <li>I can explore how people keep track of money so they know how much they have to spend or save</li> <li>I can explore how people make choices about ways of paying for things they want and need (e.g. from current accounts /savings; store card/ credit cards; loans)</li> <li>I can recognise what makes something 'value for money' and what this means</li> <li>I can explain that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>that if someone has experienced a head injury, they should not be moved</li> <li>when it is appropriate to use first aid and the importance of seeking adult help</li> <li>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>about the different types of relationships people have in their lives</li> <li>how friends and family communicate together; how the internet and social media can be used positively</li> <li>how knowing someone online differs from knowing someone face-to-face</li> <li>how to recognise risk in relation to friendships and keeping safe</li> <li>about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<p>Learning sequences:</p> <ul style="list-style-type: none"> <li>how drugs common to everyday life (including smoking/vaping-nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>how laws surrounding the use of drugs exist to protect them and others</li> <li>why people choose to use or not use different drugs</li> <li>how people can prevent or reduce the risks associated with them</li> <li>that for some people, drug use can become a habit which is difficult to break</li> <li>how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>about the skills, attributes, qualifications and training needed for different jobs</li> <li>that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>how to question and challenge stereotypes about the types of jobs people can do</li> <li>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>
<b>Vocabulary</b>		spending, saving, decisions, finances, borrowing, debt, consumer, budgeting, income				