



ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

| SUBJECT: PSHE  | YEAR 5 | SUMMER TERM UNIT 5: EHW – Growing and Changing | UNIT 6: 6a LWW – Decisions and Impact 6b EHW – Moving On |
|---|--|---|--|
| Knowledge Focus | Core Theme 1: Health and Wellbeing (Emotional Health & Wellbeing/Physical Health & Wellbeing) | Core Theme 3: Living in the Wider World | |
| <p> <u>PSHE Education Primary Toolkit 2020</u> Health and Wellbeing <i>H1 – H50</i> <i>Living in the Wider World</i> <i>L1 – H32</i> </p> | <p> Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting) Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks). </p> | <p> Empathy and compassion (including impact on decision-making and behaviour). Build and maintain healthy relationships of all kinds. Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses). Identification, assessment (including prediction) and management of positive and negative risk to self and others. Respect for others' right to their own beliefs, values and opinions, Making decisions. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) Valuing and respecting diversity Identify links between values and beliefs, decisions and actions </p> | |
| Year 5 Summer 1 Unit 5 | <p> Growing and Changing <ul style="list-style-type: none"> • Know about puberty, physical and emotional changes. • Know about human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers. • To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). • To understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. </p> | | |

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| <p><u>PSHE Education Primary Toolkit 2020</u></p> <p>Health and Wellbeing <i>H1 – H50</i></p> <p><i>Living in the Wider World</i> <i>L1 – H32</i></p> | <p>Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting)</p> <p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).</p> | | <p>Empathy and compassion (including impact on decision-making and behaviour).</p> <p>Build and maintain healthy relationships of all kinds.</p> <p>Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses).</p> <p>Identification, assessment (including prediction) and management of positive and negative risk to self and others.</p> <p>Respect for others' right to their own beliefs, values and opinions, Making decisions.</p> <p>Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</p> <p>Valuing and respecting diversity</p> <p>Identify links between values and beliefs, decisions and actions</p> |
| <p>Year 5 Summer 2 Unit 6</p> | <p>Moving On</p> <ul style="list-style-type: none"> • I can describe times that involve change and transition. • I can identify a range of feelings that someone might have during these times. • I can describe ways that people can explore and express feelings at times of change. • I can identify where to ask for advice or support at times of change. | | <p>Decisions and Impact</p> <ul style="list-style-type: none"> • To describe what it means to 'volunteer' in the community and give examples of voluntary groups and the kind of work they do. • To give examples of the difference that this kind of work makes to individuals, communities and the local environment. • To identify the role finance (money) plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy). • To explain that some jobs pay more than others and that money is one factor for people in choosing a career/job. • To give reasons why people may borrow money (e.g. loans, credit cards). • To recognise the difference between a manageable and an unmanageable debt and describe how people might feel if they have debt, including unmanageable debt. • To know why the government takes a certain amount of money from what we earn (tax) and give examples of how the government might use tax (pay for hospitals, schools, take care of the environment, roads). • To know that there is a limited supply and therefore decisions must be made about how resources are allocated and how they can be sustained. • To outline how these decisions impact on individuals, communities and/or the sustainability of the environment. • To share their views on how they think resources should be allocated. |