ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

SUBJECT: PSHE	YEAR 5	SPRING TERM	
		UNIT 3: 3a PHW – Basic first aid 3b E/PHW – Internet safety	**UNIT 4:** 4a EHW – Overcoming obstacles 4b LWW – Contributing to society and enterprise

Knowledge Focus	Core Theme 1: Health and Wellbeing (Emotional Health & Wellbeing/Physical Health & Wellbeing)	Core Theme 3: Living in the Wider World
PSHE Education Primary Toolkit 2020 Health and Wellbeing *H1 – H50* *Living in the Wider World* *L1 – H32*	Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting) Developing and maintaining a heathy 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).	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
Year 5 Spring 1	**Basic First Aid** - To identify and describe ways they are becoming become more independent as they are growing up. - To identify and describe occasions where they are responsible for the safety of themselves and/or others. - To explain what makes something a risk, a danger or a hazard. - To know that risk is part of everyday living. - To be able to assess the level of risk in different situations. - To know that risk can be reduced or managed in relation to keeping safe. **Internet Safety** ***Pupils should know*** *• That people sometimes behave differently online, including by pretending to be someone they are not.*	

	• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. *• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.* *• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.* *• How information and data is shared and used online.*	
Year 5 **Spring 2**	**Overcoming Obstacles** • To know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • To know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	**Contributing to Society and Enterprise** • To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • To identify the kind of job that they might like to do when they are older • To recognise a variety of routes into careers (e.g. college, apprenticeship, university)