


ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

SUBJECT: PSHE 	YEAR 5	AUTUMN TERM UNIT 1: 1a LWW - Rules and society 1b EHW – Positive Mindset	UNIT 2: R – Respectful relationships
Knowledge Focus	Core Theme 1: Health and Wellbeing (Emotional Health & Wellbeing Physical Health & Wellbeing)	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<u>PSHE Education Primary Toolkit 2020</u> Relationships R1 – H34 Health and Wellbeing H1 – H50 <i>Living in the Wider World L1 – H32</i>	<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>Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses).</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Managing feelings.</p> <p>How we should we treat others people?</p> <p>How does our behaviour and choices impact on others?</p>	<p>Clarifying own values</p> <p>Strategies for identifying and accessing appropriate help and support</p>
Year 5 Autumn 1	<p>Positive Mindset</p> <ul style="list-style-type: none"> • To know what I am good at and can share my achievements. • To know what I admire in others and their achievements. • I know of when having high aspirations has helped someone to achieve. • I can discuss my aspirations for end of term / end of year / later in life. • To know positive steps they can take to help achieve their goals. 		<p>Rules and Society</p> <ul style="list-style-type: none"> • To know why different rules are needed in different situations. • Explain what is meant by anti-social behaviour. • Describe the effect that anti-social behaviours can have on emotional as well as physical health and wellbeing. • Identify how they can respond to or challenge, anti-social / aggressive behaviour. • Identify what someone can do if they are at risk of getting involved in anti-social behaviour themselves. • Identify appropriate examples of where people can help, advise and support regarding anti-social behaviour.

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Year 5 Autumn 2		Respectful Relationships <ul style="list-style-type: none">• To identify the types of relationship they have with those who are important to them.• To describe how people in different relationships show they care for and value each other.• To identify what makes a friendship good and how they know.• To be able to describe or demonstrate ways of showing respect to people who are different to them.• To identify peaceful ways to solve problems that might arise in friendships.• To describe how one person's actions can affect another person, or a group of people.• To identify actions that would affect others and themselves.	
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