

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
	<p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships 	<p>PSHE Association - Firework safety</p> <p>Internet Matters - Digital Matters Our Class - Caring Friendships PSHE Association - pick your pics</p> <p>PSHE Association – Friendship and bullying</p> <p>Sure – Breaking Limits</p> <p>The Rez</p> <p>NCA-CEOP Education – Connect</p> <p>NCA – Making the right #CyberChoices</p>
	<p>Safe relationships</p> <p>Physical contact and feeling safe</p> <p>THIS UNIT IS MOVED TO YEAR 6</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> • to 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 • that it is never someone’s fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that 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>PSHE Association - Consent lesson packs</p> <p>Our Class - Caring Friendships GHLL - Understanding consent NSPCC – Talk PANTS</p>
	<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> • to 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 • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment 	<p>PSHE Association – Friendship and bullying</p> <p>Sure – Breaking Limits</p> <p>NCA-CEOP Education – Connect</p>

		<ul style="list-style-type: none"> the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online 	Internet Matters - Digital Matters Our Class - Caring Friendships Curiosity Library (£)
	<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> about 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 how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment 	
	<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> to 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 to recognise unsafe or suspicious content online how devices store and share information <p style="text-align: center;">TAUGHT THROUGH PROJECT EVOLVE</p>	Guardian foundation and National Literacy Trust - NewsWise City of London Police - Cyber Detectives Internet Matters - Digital Matters National Cyber Security Centre - CyberSprinters Curiosity Library (£) NCA-CEOP Education – Connect Alan Turing Institute – What is AI? PSHE Association – Online financial harms

	<p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none">• to identify jobs that they might like to do in the future• about the role ambition can play in achieving a future career• how or why someone might choose a certain career• about 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• about stereotyping in the workplace, its impact and how to challenge it• that there is a variety of routes into work e.g. college, apprenticeships, university, training	<p>The CEC – Career Explorers</p>
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<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the 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 • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment 	<p>PSHE Association – The Sleep factor</p> <p>PSHE Association - Keeping safe: sun safety</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Drug education</p> <p>PSHE Association – Foundations for Wellbeing mental health curriculum (Year 5)</p>
<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> • about 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 • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>PSHE Association - Personal identity</p> <p>Sure – Breaking Limits</p> <p>The CEC – Career Explorers</p>
<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to 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, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<p>Environment Agency – Canal and river safety / Flood alert</p> <p>PSHE Association and GambleAware - Lesson 1 Exploring risk</p> <p>PSHE Association - Keeping safe: FGM PSHE Association - Firework safety</p> <p>NCA – Making the right #CyberChoices</p>