



Y5 PSHE overview 2021-22

PSHE Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Listening	Debating	Reflecting
						Exploring	Evaluating	
Listening	<ul style="list-style-type: none"> To take it in turns when speaking To actively listen to classmate's contributions 	<ul style="list-style-type: none"> Class guidance Teacher led input Positive reinforcement 	<ul style="list-style-type: none"> to recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adult to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others be able to challenge the stigma around mental health and wellbeing about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, 	<ul style="list-style-type: none"> Class teacher led presentations Group work-writing/drawing school rules together Role playing and modelling kind play Class differentiated tasks Concrete resources available to support understanding Use of outdoors when suitable 	TERM1: Mental Health and Wellbeing Personal safety Self-respect and personal goals Being left out Stereotypes and diversity Rights and Responsibilities Persuasion and pressure Media and Me TERM2: Healthy Lifestyles Friendships and coping with bullying Media Literacy and digital resilience Working together and aspirations TERM3: Puberty	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Debating	<ul style="list-style-type: none"> To be able to actively listen to contributions and comment For children to be able to form their own opinion 	<ul style="list-style-type: none"> Class guidance Role play Partner work 						
Reflecting	<ul style="list-style-type: none"> To be able to think about similarities and differences between self and others To reflect on certain emotions and feelings 	<ul style="list-style-type: none"> Class activities Videos Social stories 						
Exploring	<ul style="list-style-type: none"> To be able to think of questions relating to a certain topic To recognise how their behaviour affects other people To be able to recognise and name different feelings 	<ul style="list-style-type: none"> Variety of visual stimulus Hands on activities Role Play Partner Work Group Work 						
Critically Evaluating	<ul style="list-style-type: none"> Critically evaluating choices and behaviour 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 						

SMSC	<ul style="list-style-type: none"> • Exploring different faiths and cultures • Resolving conflicts should they arise • Working with others from a variety of different religious, ethnic and socioeconomic backgrounds • Use of imagination and creativity 	<ul style="list-style-type: none"> • Plan in collaboration, teamwork, problem-solving and investigating opportunities • Provide opportunities for children to research in pairs 	<p>feelings, behavior and ability to learn</p> <ul style="list-style-type: none"> • to recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others • how to set goals and targets for themselves • how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results 		<p>Drug Education – Legal and Illegal Drugs Relationships Managing Money What makes a Democracy?</p>			
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