

UKS2 Year A - PSHE Scheme of Work 2024-25

Core themes: **Relationships education** / **Health education**

Autumn term		Spring term		Summer term	
Learning opportunities covered	Topics / Year 5 learning objectives	Learning opportunities covered	Topics / Year 5 learning objectives	Learning opportunities covered	Topics / Year 5 learning objectives
<p>L1. For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L2. For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules</p>	<p><u>Rights and responsibilities</u></p> <p>Respectful relationships</p> <p>Internet safety and harms</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> to research, discuss and debate to discuss and debate issues concerning health and wellbeing why and how laws are rules and laws are made how to take part in making and changing rules 	<p>H1/H2. To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. To recognise opportunities and develop the skills to make their own</p>	<p><u>Healthy lifestyles</u></p> <p>Mental wellbeing</p> <p>Internet safety and harms</p> <p>Physical health and fitness</p> <p>Healthy eating</p> <p>Health and prevention</p> <ul style="list-style-type: none"> about positively and negatively affects health and wellbeing (including mental and emotional health) how to make informed choices 	<p>H21. To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22/H25. To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the</p>	<p><u>Keeping safe</u></p> <p>Online relationships</p> <p>Being safe</p> <p>Internet safety and harms</p> <ul style="list-style-type: none"> about strategies for managing personal safety - local environment about strategies for managing personal safety – online what to consider before sharing pictures of themselves and others online

<p>L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<ul style="list-style-type: none"> • how anti-social behaviours can affect wellbeing • how to handle, challenge or respond to antisocial or aggressive behaviours • about resolving differences, respecting different points of view and making their own decisions 	<p>choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p>that contribute to a 'balanced lifestyle'</p> <ul style="list-style-type: none"> • about the benefits of a balanced diet • about different influences on food and diet • about developing skills to help make their own choices about food 	<p>distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>	<ul style="list-style-type: none"> • how to keep safe and well when using a mobile phone • <u>understand the term grooming and its associated risks (discuss ulterior motives, what should you watch out for?)</u>
<p>R7. To learn that their actions affect themselves and others</p> <p>R11. To work collaboratively towards shared goals</p> <p>R12. To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>Healthy relationships</p> <p>Caring friendships</p> <p>Internet safety and harms</p> <ul style="list-style-type: none"> • about the consequences of their actions on themselves and others • about working collaboratively toward shared goals • negotiation and compromise strategies to 	<p>R10. To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view</p>	<p>Valuing difference</p> <p>Respectful relationships</p> <p>Being safe</p> <p>to respectfully listen to others but raise concerns and challenge points of view when necessary</p>	<p>L7. To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p>Environment (linked to Earth Day)</p> <ul style="list-style-type: none"> • about different kinds of responsibilities (home, school, community and the environment)

	<p>resolve disputes and conflict</p> <ul style="list-style-type: none"> to give helpful feedback and support to others 				
<p>R1. To be able to recognise and respond appropriately to a wider range of feelings in others</p>	<p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> how to respond appropriately to a wider range of feelings in others 	<p>L13. For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT)</p>	<p><u>Money</u></p> <ul style="list-style-type: none"> how finance plays an important part in people's lives about being a critical consumer about what is meant by 'interest', 'loan', 'debt' about the importance of looking after money, including managing loans and debts that people pay 'tax' to contribute to society 		<p><u>Transition</u></p>
<p>H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals H6/H7. For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For</p>	<p><u>Growing and changing</u></p> <p>Mental wellbeing</p> <p>Changing adolescent body</p> <ul style="list-style-type: none"> about different ways of achieving and celebrating personal goals how having high aspirations can support 				

<p>pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>personal achievements</p> <ul style="list-style-type: none"> • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about the changes that happen at puberty (recap learning from year 4) • about human reproduction in the context of the human lifecycle • about roles and responsibilities of parents and carers • how a baby is made and how it grows <p><u>that pregnancy can be prevented (year 6 only)</u></p> <p><u>understand that safer sex routines can stop infections (year 6 only)</u></p>				
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