





**PSHE Implementation**

| <b>PSHE Implementation – Key Concepts</b>  |   |  |
|--|---|--|
| <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Money</li> <li>• Taking care of the environment</li> </ul> | <p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Growing and changing</li> <li>• Keeping safe</li> </ul> | <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> <li>• Healthy relationships</li> <li>• Valuing difference</li> </ul> |

| <b>The Key Concepts of PSHE are taught through the following sequence of topics:</b> |                             |                                  |
|--|-----------------------------|----------------------------------|
| Autumn   | Spring                      | Summer                           |
| <b>Relationships</b>   | <b>Health and wellbeing</b> | <b>Living in the wider world</b> |

| <b>Topic Specific Vocabulary</b>   |   |  |
|--|---|--|
| <b>Relationships</b>   | <b>Health and wellbeing</b>   | <b>Living in the wider world</b>   |
| feelings, empathy, recognising others’ feelings<br>friendships, families, couples, positive relationships<br>relationships, unhealthy, pressure<br>committed loving relationships, civil partnerships, marriage<br>forced marriage<br>actions, behaviour, consequences<br>physical contact, touch, acceptable, unacceptable<br>confidentiality, secrets, surprises, personal safety<br>listening, viewpoints, opinions, respect<br>collaborative working, shared goals<br>disputes, conflict, feedback, support, negotiation, compromise<br>people, equality, identity, stereotypes, discrimination<br>bullying, discrimination, aggressive behaviour<br>dares, challenges | balanced lifestyles, choices, health, wellbeing<br>balanced diet, choices, food, influences<br>media, images, reality/fantasy, true/false<br>achievements, aspirations, goals, strengths target-setting<br>conflicting emotions, feelings, managing feelings<br>change, transitions, loss, separation, divorce, bereavement<br>risk, danger, hazard, responsibility, safety<br>bacteria, viruses, hygiene routines<br>pressure, managing pressure, influences, media, peer<br>emergency aid, help, safety, rules<br>habits<br>drugs, alcohol, tobacco, medicines, caffeine<br>puberty, physical and emotional changes<br>human reproduction, babies, sexual intercourse, pregnancy,<br>contraception, parents/carers<br>FGM, bodies, safety, abuse<br>safety, roads, cycle, rail, water, fire<br>safety, online, personal information, passwords, images<br>advice, support, asking for help<br>mobile phones, responsibility, safe use | discussion, debate, topical issues, problems, events<br>rules, laws, making and changing rules<br>human rights, children’s rights,<br>practices against human rights, FGM,<br>anti-social behaviour, aggression, bullying,<br>discrimination<br>rights, duties, home, school, environment<br>resolving difference, points of view, decisions,<br>choices,<br>communities, volunteers, pressure groups, health,<br>wellbeing<br>people, difference, diversity, identity, UK<br>people, places, values, customs<br>money, spending, saving, budgeting<br>money, interest, loan, tax, debt<br>resources, sustainability, economics, choices,<br>environment<br>enterprise, enterprise skills, entrepreneurs<br>media, social media, information, forwarding |



## Whinstone Primary School PSHE Year 5



These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of PSHE at Whinstone.

| <b>Relationships</b>   |  |  |
|--|--|--|
| <b>Feelings and emotions</b>   | <b>Healthy relationships</b>   | <b>Valuing difference</b>  |
| <ul style="list-style-type: none"> <li>• how to respond appropriately to a wider range of feelings in others</li> <li>• about confidentiality</li> <li>• about times when it appropriate and necessary to break a confidence</li> <li>• to recognise and manage dares</li> </ul> | <ul style="list-style-type: none"> <li>• about different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>• about what constitutes a positive, healthy relationship</li> <li>• about the skills to maintain positive relationships</li> <li>• to recognise when a relationship is unhealthy</li> <li>• about committed loving relationships (including marriage and civil partnership)</li> <li>• that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree</li> <li>• that to force anyone into marriage (forced marriage) is illegal</li> <li>• about the importance speaking out about forced marriage</li> <li>• about the consequences of their actions on themselves and others</li> <li>• about judging whether physical contact is acceptable or unacceptable</li> <li>• how to respond</li> <li>• about the skills needed in an emergency</li> <li>• negotiation and compromise strategies to resolve disputes and conflict</li> <li>• to give helpful feedback and support to others</li> <li>• about the importance of keeping personal boundaries and the right to privacy</li> </ul> | <ul style="list-style-type: none"> <li>• to respectfully listen to others but raise concerns and challenge points of view when necessary</li> <li>• about the factors that make people the same or different</li> <li>• to recognise and challenge 'stereotypes'</li> <li>• about the correct use of the terms sex, gender identity and sexual orientation</li> <li>• about discrimination, teasing, bullying and aggressive behaviour and its effect on others</li> </ul> |



| Health and wellbeing  |  |  |
|---|--|--|
| Healthy lifestyles  | Growing and changing   | Keeping safe   |
| <ul style="list-style-type: none"> <li>• about positively and negatively affects health and wellbeing (including mental and emotional health)</li> <li>• how to make informed choices that contribute to a 'balanced lifestyle'</li> <li>• about the benefits of a balanced diet</li> <li>• about different influences on food and diet</li> <li>• about developing skills to help make their own choices about food</li> <li>• how images in the media can distort reality</li> <li>• that this can affect how people feel about themselves</li> <li>• about habits (<i>in relation to drug, alcohol and tobacco education</i>)</li> <li>• about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</li> </ul> | <ul style="list-style-type: none"> <li>• about different ways of achieving and celebrating personal goals</li> <li>• how having high aspirations can support personal achievements</li> <li>• how to further describe the range and intensity of their feelings to others</li> <li>• how to manage complex or conflicting emotions</li> <li>• about coping with change and transition - how this relates to bereavement and the process of grieving</li> <li>• about the changes that happen at puberty</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• how a baby is made and how it grows</li> <li>• about roles and responsibilities of parents and carers</li> <li>• that pregnancy can be prevented</li> </ul> | <ul style="list-style-type: none"> <li>• about independence, increased responsibility and keeping safe</li> <li>• how the spread of infection can be prevented</li> <li>• about different influences on behaviour, including peer pressure and media influence</li> <li>• how to resist unhelpful pressure and ask for help</li> <li>• about the skills needed in an emergency</li> <li>• about the right they have to protect their body</li> <li>• that female genital mutilation (FGM) is physical abuse and is illegal</li> <li>• about the importance of speaking out about FGM</li> <li>• about strategies for managing personal safety - local environment</li> <li>• about strategies for managing personal safety – online</li> <li>• what to consider before sharing pictures of themselves and others online</li> <li>• about who is responsible for their health and wellbeing</li> <li>• where to get help advice and support</li> <li>• how to keep safe and well when using a mobile phone</li> </ul> |



| Living in the wider world  |   |  |
|--|---|--|
| Rights and responsibilities  | Money   | Taking care of the environment   |
| <ul style="list-style-type: none"> <li>To research, discuss and debate to discuss and debate issues concerning health and wellbeing</li> <li>why and how laws are rules and laws are made</li> <li>how to take part in making and changing rules</li> <li>about the importance of human rights (and the Rights of the Child)</li> <li>about the UN declaration on the Rights of the Child</li> <li>that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights</li> <li>that human rights overrule any beliefs, ideas or practices that harm others</li> <li>how anti-social behaviours can affect wellbeing</li> <li>how to handle, challenge or respond to anti-social or aggressive behaviours</li> <li>about resolving differences, respecting different points of view and making their own decisions</li> <li>about what it means to be a part of a community</li> <li>about different groups / individuals that support the local community</li> <li>about the role of voluntary, community and pressure groups</li> <li>To appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li> <li>about the lives, values and customs of people living in other places</li> <li>to be critical of what they see and read in the media</li> <li>to critically consider information they choose to forward to others</li> </ul> | <ul style="list-style-type: none"> <li>how finance plays an important part in people's lives</li> <li>about being a critical consumer</li> <li>about what is meant by 'interest', 'loan', 'debt'</li> <li>about the importance of looking after money, including managing loans and debts</li> <li>that people pay 'tax' to contribute to society</li> <li>what it takes to set up an enterprise</li> <li>about what enterprise means for work and society</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>about different kinds of responsibilities (home, school, community and the environment)</li> <li>about how resources are allocated and the effect this has on individuals, communities and the environment</li> </ul> |



**PSHE Impact**

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

|   |   |
|---|---|
| <b>Relationships</b>  | <b>Meeting expectations</b>   |
|   | I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts |
|   | I can recognise and manage emotions within a range of relationships                                       |
|   | I can recognise risky or negative relationships including all forms of bullying and abuse                 |
|   | I can respond to risky or negative relationships and ask for help   |
|   | I can respect equality and diversity in relationships   |
| <b>Health and Well Being</b>                                | <b>Meeting expectations</b>   |
|   | I know what is meant by a healthy lifestyle   |
|   | I know how to maintain physical, mental and emotional health and wellbeing                                |
|   | I know how to manage risks to physical and emotional health and wellbeing                                 |
|   | I know ways of keeping physically and emotionally safe  |
|   | I know about managing change, including puberty, transition and loss                                      |
|   | I know how to make informed choices about health and wellbeing and to recognise sources of help with this |
|   | I know how to respond in an emergency   |
| I can identify different influences on health and wellbeing |   |
| <b>Living in the Wider World</b>                            | <b>Meeting expectations</b>   |
|   | I know about respect for self and others and the importance of responsible behaviours and actions         |
|   | I know about rights and responsibilities as members of families, other groups and ultimately as citizens  |
|   | I know about different groups and communities   |
|   | I can respect diversity and equality and know how to be a productive member of a diverse community        |
|   | I know about the importance of respecting and protecting the environment                                  |
|   | I know about where money comes from, keeping it safe and the importance of managing it effectively        |
|   | I know the part that money plays in people's lives  |
| I have a basic understanding of enterprise                  |   |