

Year 5 Scheme of Work – Personal Social Health & Citizenship Education / Relationships, Sex & Health Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Growth Mindset & Toast Model	1-2	<ul style="list-style-type: none"> - Understand how people learn new things and achieve certain goals. - Explain how to be a positive learner. - Understand that a positive attitude towards learning can help us succeed in life. - Apply a positive attitude towards learning and take on new challenges. 	<ul style="list-style-type: none"> - Sort thoughts given into helpful and not-so-helpful thought categories; - Identify what a positive learning attitude is - Give examples of positive learning attitude statements; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. 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. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. To recognise when they need help and to develop the skills, to ask for help. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To learn what positively and negatively affects their physical, mental and emotional health. 	All subjects
5.1 Be Yourself – Relationship	6	<ul style="list-style-type: none"> - Explain why everyone is unique and understand why this should be celebrated and respected. - Explain why I should share my own thoughts and feelings and I know how to do this. - Explore uncomfortable feelings and understand how to manage them. - Identify when I might have to make different choices from those around me. - Explore how it feels to make a mistake and describe how I can make amends. 	<ul style="list-style-type: none"> - Discuss scenarios where children are torn between 'fitting in' and being true to themselves; - Explain how to communicate their feelings in different situations; - Create a role play to show different ways to manage uncomfortable feelings; - Create resolutions to different tricky situations; - Identify the feelings involved in making a mistake and understand how to make amends. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Role play -feeling tree -zones of regulation and coping strategies 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. 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. To learn to recognise what constitutes a positive, healthy 	<ul style="list-style-type: none"> Islamic Studies – What to do when not so good feelings come to our minds Computing – internet safety English – speaking and listening

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						<p>relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To develop strategies to resolve 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>To approach challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To know 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>To learn to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	
<p>Previous learning: Y3 - lack of sleep; exercise and muscles; sharing of secrets; body belongs to them; too much sugar=bad for health; medicine, harmful drugs/chemicals; germs and disease</p>				<p>Next learning: KS3 – positive relationships; relationship values; forming and maintain respectful relationships; consent; bullying, abuse and discrimination.</p>			

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<p>5.2 Growing Up – Relationships (Combined with Islamic Studies)</p>	<p>3</p>	<ul style="list-style-type: none"> – Explain how to preserve my modesty. - Describe the changes people’s bodies go through during puberty and how we can look after our changing bodies. – Explain how to keep myself clean. – Describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. – Recognise that many things affect the way we feel about ourselves. Understand that there is no such thing as an ideal kind of body. - Understand that I should never be embarrassed or afraid to talk about puberty questions or concerns that I might have. 	<ul style="list-style-type: none"> - Explain the importance of hayaa (modesty) in the life of a Muslim; - Describe the main changes that occur during puberty. - Explain how to look after their bodies during puberty; - Explain the steps to keep oneself clean according to the Quran and Sunnah; - Name some ways to cope with new or difficult emotions; - Describe some of the ways in which the media fuels the notion of a perfect body; 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios -sleep diary - Role play 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To learn how their body will change as they approach and go through puberty.</p> <p>To understand that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>To learn how to look after the changing body. To learn about the ways in which puberty can affect us emotionally.</p> <p>To recognise conflicting emotions and when they might need to listen to their emotions or overcome them.</p> <p>To understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To understand the influences around us that affect body image and the way we see ourselves.</p> <p>To develop self-esteem and how to take care of yourself, emotionally, physically, and spiritually.</p>	<p>Islamic Studies – growing up</p> <p>Science – puberty</p> <p>English – Speaking/ Listening</p>
<p>Previous learning: Y3 - team scenarios; expressions of thoughts, feelings and worries; dispute resolution</p>				<p>Next learning: KS3 – positive relationships; relationship values; forming and maintain respectful relationships; consent; bullying, abuse and discrimination.</p>			
<p>5.3 TEAM - Relationships</p>	<p>6</p>	<ul style="list-style-type: none"> - Talk about the attributes of a good team. - Accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. - Compromise to ensure a task is completed. - Reflect on the need to care for individuals within a team. –Understand the importance of shared responsibilities in helping a team to function successfully. 	<ul style="list-style-type: none"> - Understand what successful teamwork skills are; - Express opinions respectfully; - Explain what collaborative working is; - Discuss what a compromise is; - Identify ways of showing care to others in their team; - List shared responsibilities within the class team. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - - Role play – team work 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p> <p>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 to try to see, respect and if necessary constructively challenge their points of view.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To know that their actions affect themselves and others. To work collaboratively towards shared goals.</p>	<p>Islamic Studies – Brotherhood – one ummah</p> <p>English: speaking and listening</p>

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						<p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To develop strategies to resolve 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>To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>To know 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>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>	Drama
<p>Previous learning: Y3 - personal achievements/skills; positive learning attitude; range of jobs; skills and interests needed for jobs</p>				<p>Next learning: Y6 – work is fundamental a part of lives; link personal strengths/interests to careers; range of jobs carried out by people.</p>			

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<p>5.4 Aiming High – Health and Wellbeing</p>	<p>6-8</p>	<ul style="list-style-type: none"> - Identify opportunities that may become available to me in the future and I am aware how to make the most of them. - Understand that gender does not determine what jobs people can do. - Understand why it is important to develop certain skills to prepare for the world of work. - Discuss my goals for the future and the steps I need to take to achieve them. - Understand the dangers and consequences of vaping, drug use and knife crime. - Understand what loneliness is, recognize that it can affect anyone and in various situations, and explore ways to cope with it while supporting others who may be experiencing it. - Understand what deepfakes are and how they are created, recognise their potential dangers and impacts, and learn strategies to identify and respond to them and other forms of misleading information. 	<ul style="list-style-type: none"> - Discuss their personal achievements and skills; - Talk about the range of jobs that people do; - Understand what a gender stereotype is; - Talk about skills employers look for in employees; - Work with others in a team; - Discuss the skills everyone needs to succeed. - Understand the significant risks and consequences associated with vaping, drug use, and knife crime, including the impact on health, safety, and legal outcomes. - Understand what loneliness is, recognise its impact, and learn strategies to cope with loneliness and support others who may feel lonely. - Understand what deepfakes are, recognise the potential dangers they pose, and develop critical thinking skills to identify and respond to deepfake content responsibly. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Role play 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To recognise and challenge stereotypes.</p> <p>To understand what is meant by enterprise and begin to develop enterprise skills.</p> <p>To work collaboratively towards shared goals.</p>	<p>English – speaking and listening</p>
<p>Previous learning: Y3 - where money comes from; reasons people work; debt; tracking spending</p>				<p>Next learning: KS3 –work and career; employment rights and responsibilities; financial choices;</p>			

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<p>5.5 Money Matters – Living in the wider world</p>	<p>6</p>	<ul style="list-style-type: none"> - Understand how retailers try to influence our spending. - Understand what 'value for money' means and can explain how we can tell if things are good value. - Explain why we need to budget and how to make one. - Explain why people borrow money. - Explain what tax is and why we need to pay it. 	<ul style="list-style-type: none"> - Discuss ways advertisers try to influence us; - Identify what it means to be a 'critical consumer'; - Describe what 'value for money' means; - Talk about what 'tax' is. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Role play -Videos -journals and spreadsheets 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).</p>	<p>Maths – money</p> <p>Islamic Studies – extravagance and wasting</p> <p>Computing - spreadsheets</p> <p>English: speaking and listening</p> <p>Drama</p>
<p>Previous learning: Y3 - democracy; rules and laws; liberty; diverse society</p>				<p>Next learning: KS3 – learning skills, choices and pathways, work and career; employment rights and responsibilities; media literacy and digital resilience;</p>			
<p>5.6 Britain –Living in the wider world</p>	<p>5-7</p>	<ul style="list-style-type: none"> - Talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. - Explain why and how laws are made and identify what might happen if laws are broken. - Discuss the terms democracy and human rights in relation to local government. - Discuss the terms democracy and human rights in relation to national government. - Investigate what charities and voluntary groups do and how they support the community. <p>- Community project: Adopt a zoo animal, Elderly care home, Bake sale</p> <p>- Fundraise: Royal Mencap Society</p>	<ul style="list-style-type: none"> - Talk about the range of faiths and ethnicities in Britain; - Explain how and why laws are made; - Discuss some roles of local government; - Describe the basic structure of national government; - Talk about the role of charities and voluntary groups in the community. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Role play 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To understand that there are basic human rights shared by all peoples and all societies.</p> <p>To understand what being part of a community means.</p> <p>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>To learn what democracy is, and about the basic institutions that support it locally and nationally.</p> <p>To understand that there are basic human rights shared by all peoples and all societies.</p>	<p>SMSC/British Values/school councillor</p> <p>Islamic Studies – understand rights/rights of orphans/men and women/children/parents</p>

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						<p>To understand what being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p>	<p>RE: different religions</p> <p>English: speaking and listening</p> <p>Drama</p>
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