

**Personal, Social, Health, Relationships and Economic Education (PSHRE)**

**Curriculum Overview**

The following document outlines the key objectives that all pupils will be taught during each unit of work for their year group.

Where children are taught in a mixed age class, units are delivered on a rolling-programme so that by the end of Year 2, Year 4 and Year 6, all objectives will have been taught.

**What does PSHRE look like in Year 5?**

By the end of each unit, a child will be able to:

**TEAM (Relationships)**

I can talk about the attributes of a good team.

I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.

I can work collaboratively to complete a task.

I can compromise to ensure a task is completed (seeing other people’s points of view).

I can reflect on the need to care for individuals within a team.

I can understand the importance of shared responsibilities in helping a team to function successfully.

**Think Positive (Health and Well-Being)**

I understand the link between thoughts, feelings and behaviours.

I understand the concept and impact of positive thinking.

I can recognise and manage uncomfortable feelings.

I understand the importance of making good choices.

I can use mindfulness techniques in my everyday life.

I can apply a growth mindset in my everyday life.

**Diverse Britain (Living in the Wider World)**

I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.

I can explain what a community is and what it means to belong to one.

I can explain why and how laws are made and identify what might happen if laws are broken.

I can discuss the terms democracy and human rights in relation to local government.

I can discuss the terms democracy and human rights in relation to national government.

I can investigate what charities and voluntary groups do and how they support the community.

**Be Yourself (Relationships)**

I can explain why everyone is unique and understand why this should be celebrated and respected.

I can explain why I should share my own thoughts and feelings and I know how to do this.

I can explore uncomfortable feelings and understand how to manage them.

I can understand why we sometimes feel shy or nervous and know how to manage these feelings.

I can identify when I might have to make different choices from those around me.

I can explore how it feels to make a mistake and describe how I can make amends.

**It’s My Body (Health and Well-Being)**

I know that my body belongs to me and that I have control over what happens to it (choice, control and consent).

I understand why getting enough exercise and enough sleep is important and how this will affect my physical, emotional and mental health of my body.

I understand how to take care of my body including good personal hygiene, healthy habits and how to protect my body.

I understand the harmful effects of using drugs, including alcohol and tobacco including legal ages on purchasing these products and what happens if you are concerned about someone who uses these products.

I understand what a positive body image is and how outside influences can determine by perception of this, e.g. images on-line.

I can make informed choices in order to look after my physical and mental health.

*Linked with Science & Y4 Growing Up*

I can describe how boys’ bodies will change as they go through puberty including the differences between a boy and a man and why.

I can describe how girls’ bodies will change as they go through puberty including the differences between a girl and a woman and why.

I can use scientific vocabulary when talking about the human body and reproduction.

I can explain what is needed to make a baby.

I understand how babies are born.

**Aiming High (Living in the Wider World)**

I can understand how people learn new things and achieve certain goals.

I can understand that a helpful attitude towards learning can help us succeed in life.

I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them.

I can understand that gender, race and social class do not determine what jobs people can do.

I can understand there are a variety of routes into different jobs which may match my skills and interests.

I can discuss my goals for the future and the steps I need to take to achieve them.