

# SMJS Personal, Social and Health Education (PSHE) planning – Key Stage 2

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

Luke 10:27

Ongoing provision for supporting personal development learning is maintained through all aspects of school life and supported through a sequence of themes, which have been planned to ensure continuity and progression.

## Year 5 2020/21

Term	PSHE	myHappymind
Aut 1	Who Decides	
Aut 2	We are All Different	Meet Your Brain
Spr 1	Risks and Pressures	Celebrate
Spr 2	Being Involved in My Community	Appreciate
Sum 1	It's My Body	Relate
Sum 2	Looking at the World	Engage

## Year 5 – *Who decides*

Skills, knowledge and understanding	Objectives	Suggested activities	Outcomes for personal and social development
<p><i>The National Curriculum framework for PSHE and citizenship teachers in England, DCSF/QCA</i></p> <p>Pupils should be taught:</p> <p><b>1a</b> to talk and write about their opinions, and explain their views, on issues that affect themselves and society</p> <p><b>2i</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p><b>2k</b> to explore how the media presents information</p> <p><b>4d</b> to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p> <p><b>4e</b> to recognise and challenge stereotypes.</p>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>describe what is important to them</li> <li>form and express reasoned opinions</li> <li>be able to put themselves in someone else's shoes</li> <li>value the diversity of lifestyles</li> <li>recognise that actions have consequences for oneself and others</li> <li>challenge the opinions and actions of others</li> <li>know how advertising can influence them</li> <li>recognise and challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>A self-portrait – <i>All about me</i>, values and beliefs.</li> <li>Reading, discussing and responding to letters from papers and magazines.</li> <li>Taking a newspaper story and putting it into first person.</li> <li>Religions and cultures, jobs – identifying similarities and differences.</li> <li>Stories and poetry – <i>You, me and us</i>, as a resource; role play.</li> <li>A class, year or school debate, eg: school uniforms, tuck shop, bedtimes, homework.</li> <li>Advertisements – looking for the hidden persuaders.</li> <li>Gender issues linked to advertisements.</li> <li>Story – <i>Bill's new frock</i>.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>express an opinion, give their reasons, and reflect on why they feel this way</li> <li>be willing to explain their own views and listen to the views of others</li> <li>describe the possible consequences of actions</li> <li>demonstrate an ability to empathise with others</li> <li>show tolerance and understanding</li> <li>describe similarities and differences between faiths.</li> </ul>
<b>Have you thought about?</b>	<ul style="list-style-type: none"> <li>Sensitivity to home and upbringing.*</li> <li>The breadth of opportunity required to support children's personal development learning.</li> <li>Exploring the possibility of productive links with other curriculum areas.</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Newspaper articles and letters, magazines, news.</li> <li><i>You, me and us</i>, Citizenship Foundation.</li> <li>Books and stories – <i>Bill's new frock</i>, by Anne Fine.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Stories – <i>Matilda</i>, by Roald Dahl.</li> <li>• Local Democracy Week (October).</li> <li>• HIAS <i>e-Profile</i> CD.</li> </ul> <p>Hampshire Drug Planning</p>
<b>Assessment opportunities</b>	<ul style="list-style-type: none"> <li>• Writing on: <ul style="list-style-type: none"> <li>– <i>things I decide</i></li> <li>– <i>things that are decided for me</i></li> <li>– <i>what I would like to decide.</i></li> </ul> </li> <li>• Observation of participation in a class debate.</li> </ul>
<b>Links</b>	<p><b>New RSE Guidance</b></p> <p><b><u>Respectful relationships</u></b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul> <p><b><u>Mental Well Being</u></b></p> <ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul> <p><b>myHappymind</b></p> <p><b>Relate Appreciate</b></p> <p><b>SMSC and British Values</b></p> <ul style="list-style-type: none"> <li>• an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> <li>• encourage respect for other people</li> <li>• an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.</li> </ul> <p><b>RRR</b></p> <p><b>Articles:</b> 3 (<i>adult involvement</i>), 12 (<i>opinions</i>), 13 (<i>share information</i>), 14 (<i>own beliefs</i>), 25 (<i>looked after children</i>), 40 (<i>the law</i>).</p> <p><b>Healthy Schools</b></p> <p><b>Emotional health and well-being</b></p> <ul style="list-style-type: none"> <li>• Have clear, planned curriculum opportunities for children to understand and explore feelings using appropriate learning and teaching styles.</li> <li>• Have explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination.</li> </ul> <p><b>SEAL</b></p> <ul style="list-style-type: none"> <li>• <i>Good to be me.</i></li> </ul>

**\*NB:** Due to the sensitive nature of the subject matter, this should be handled carefully.

## Year 5 – *We are all different*

Skills, knowledge and understanding	Objectives	Suggested activities	Outcomes for personal and social development
<p><i>The National Curriculum framework for PSHE and citizenship teachers in England, DCSF/QCA</i></p> <p>Pupils should be taught:</p> <p><b>2e</b> to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences</p> <p><b>4b</b> to think about the lives of people living in other places and times, and people with different values and customs</p> <p><b>4d</b> to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>know that differences between people are caused by different genes and different environments</li> <li>know that people's responses to ideas and events may be determined by age, religion or culture</li> <li>value cultural background of self and others</li> <li>know that different people live their lives in different ways and that different cultures may have different life patterns</li> <li>contrast work in different cultures and at different times</li> </ul>	<ul style="list-style-type: none"> <li>Studying data – physical differences, populations, environment.</li> <li>Current event – seeing it through different points of view, eg: a pop concert, a flood, sporting event – through eyes of teenager, police, parent, grandparent, neighbour, etc. Playmaking.</li> <li>Personal topic and/or research into different cultures and links with cross-curricular topics.</li> <li>Developing an equal opportunities policy to be displayed in the classroom and/or school.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>show increased knowledge and respect for other cultures</li> <li>explore assumptions, such as variations in lifestyle</li> <li>recognise the importance of equal opportunities</li> <li>demonstrate concern for others and describe initial thoughts on human rights.</li> </ul>
<b>Have you thought about?</b>	<ul style="list-style-type: none"> <li>Use of the Internet to make links with other schools.</li> <li>The HCC Rights and Diversity Education Centre (R.A.D.E)</li> <li>Anti-bullying Week.</li> <li>Involving children in <i>Rock Challenge</i>.</li> <li>Equal opportunities policy and practice in your school.</li> <li>The breadth of opportunity required to support children's personal development learning.</li> <li>Exploring the possibility of productive links with other curriculum areas.</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Resources drawn from other curricular areas.</li> <li>Books and stories.</li> <li>HIAS <i>e-Profile</i> CD.</li> </ul>		
<b>Assessment opportunities</b>	<ul style="list-style-type: none"> <li>Participation in a whole-class activity, such as an assembly.</li> </ul>		

**Links**

**New RSE Guidance**

**Families and People Who Care for Me**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

**myHappymind**

Celebrate

Relate

**SMSC and British Values**

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

**RRR**

**Articles:** 2 (*equality*), 7 (*name and nationality*), 8 (*government respect*), 12 (*opinions*), 14 (*own beliefs*), 23 (*disability*), 26 (*financial support*), 30 (*home language*), 37 (*legal punishment*).

**Healthy Schools**

**Emotional health and well-being**

- Have clear, planned curriculum opportunities for children to understand and explore feelings using appropriate learning and teaching styles.
- Have explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination.
- Have a clear policy on bullying, which is owned, understood and implemented by the whole school community.

## Year 5 – *Risks and pressures*

Skills, knowledge and understanding	Objectives	Suggested activities	Outcomes for personal and social development
<p><i>The National Curriculum framework for PSHE and citizenship teachers in England, DCSF/QCA</i></p> <p>Pupils should be taught:</p> <p><b>3f</b> that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• explore attitudes about different drugs and the people who use or misuse them</li> <li>• exercise basic techniques for resisting pressure from friends, particularly in relation to smoking</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessment activities, situation cards/pictures to discuss and understand risk and challenge.</li> <li>• Case studies and scenarios to explore decisions and choices.</li> <li>• Brainstorm – <i>Why do people take risks?</i></li> <li>• Revisit work on what makes a friend, responsibility, trust, being sensible, knowing when to tell even if a friend does not want you to.*</li> <li>• Brainstorm <i>drugs</i>, true or false questionnaires.</li> <li>• Assertiveness activities – speaking and listening, practising skills through drama strategies.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• demonstrate a range of responses to use in difficult situations such as “No – I will not take the risk, I will ask”, “No, it is not for me”</li> <li>• explain what might make a situation risky for them or children like them</li> <li>• demonstrate a range of strategies to deal with pressure</li> <li>• describe how their bodies and health are their responsibility.</li> </ul>
<p><b>Have you thought about?</b></p>	<ul style="list-style-type: none"> <li>• Attending HCC drug education conferences/forums (see HTLC website).</li> <li>• Visits from people who need drugs to keep healthy, such as a person with diabetes.</li> <li>• That some parents/carers may be smokers, drink heavily or use illegal drugs.*</li> <li>• Cyberbullying.*</li> <li>• The breadth of opportunity required to support children’s personal development learning.</li> <li>• Exploring the possibility of productive links with other curriculum areas.</li> </ul>		
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Local community police officer.</li> <li>• Primary Care Trust resources.</li> <li>• Case studies from <i>You, me and us</i>, Citizenship Foundation.</li> <li>• Photographs/pictures.</li> <li>• Books and stories.</li> <li>• SmokeFreeMe lessons and resources</li> </ul>		

	<ul style="list-style-type: none"> <li>• <i>Hampshire primary drug planning</i> handbook (HIAS).</li> <li>• HIAS <i>e-Profile</i> CD.</li> </ul> <p>Hampshire Drug Planning</p>
<b>Assessment opportunities</b>	<ul style="list-style-type: none"> <li>• Poster and art work to represent healthy lifestyles.</li> <li>• Contribution to class display.</li> </ul>
<b>Links</b>	<p><b>New RSE Guidance</b></p> <p><b><u>Caring Friendships</u></b></p> <p>- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b><u>Respectful Relationships</u></b></p> <p>- the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b><u>Being Safe</u></b></p> <p>- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>- how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>- how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>- how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>- where to get advice e.g. family, school and/or other sources.</p> <p><b>myHappyMind</b></p> <p>Celebrate</p> <p>Relate</p> <p><b>SMSC and British Values</b></p> <p>- enable students to develop their self-knowledge, self-esteem and self-confidence;</p> <p>- enable students to distinguish right from wrong and to respect the civil and criminal law of England;</p> <p>- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</p> <p><b>RRR</b></p> <p><b>Articles:</b> 5 (<i>family guidance</i>), 6 (<i>right to life</i>), 8 (<i>government respect</i>), 12 (<i>opinions</i>), 24 (<i>health care</i>), 32 (<i>protection from unsafe work</i>), 33 (<i>protection from drugs</i>), 34 (<i>protection from sexual abuse</i>), 39 (<i>restoring self-respect</i>).</p> <p><b>Healthy Schools</b></p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Have up-to-date policies in place – developed through wide consultation, implemented and monitored and evaluated for impact, covering sex and relationship education, drug education and incidents, safeguarding and confidentiality.</li> <li>• Involve professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge, such as a school nurse, sexual health outreach workers and drug education advisers.</li> </ul>

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## Year 5 – *Being involved in my community*

Skills, knowledge and understanding	Objectives	Suggested activities	Outcomes for personal and social development
<p><i>The National Curriculum framework for PSHE and citizenship teachers in England, DCSF/QCA</i></p> <p>Pupils should be taught:</p> <p><b>2d</b> that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>value opportunities for new experiences in and out of school, including opportunities to meet adults other than teachers</li> <li>take a constructive interest in their local community and begin to take on a wider sense of social responsibility</li> <li>appreciate the aesthetic qualities of their surroundings</li> <li>understand how they and others can cause changes for better or for worse, both in their immediate surroundings and in the wider community</li> <li>contribute to a discussion and put their own views forward clearly and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Inviting and working with visitors representative of the local community, or making visits; use of digital camera or other multi-media device to produce a record of the community.</li> <li>Survey of leisure time and positive benefits of the activities chosen.</li> <li>Leaflet about opportunities available in their community.</li> <li>School monitors, mentors, buddies and mediators, and opportunities to work in a range of different groups and pairs.</li> <li>Group investigation into a local issue – eg: by-pass, traffic calming, new housing development, making links with the local council.</li> <li>Group projects to suggest improvements for an area of the school grounds or local area, eg: safety in the school grounds discussion leading to action.</li> <li>Circle time, school council.</li> <li>Creation of charter of rights for a community – real or imaginary.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>explain the concept of <i>community</i> and <i>environment</i></li> <li>describe how their responsibilities increase with age and as their community widens</li> <li>understand that they have the ability to influence the quality of their environment</li> <li>demonstrate a willingness to explain and listen to the views of others</li> <li>appreciate that the strength or weakness of a group depends on the ability of members to co-operate, negotiate, collaborate and compromise to complete a group task</li> <li>contribute to a group task.</li> </ul>
<p><b>Have you thought about?</b></p>	<ul style="list-style-type: none"> <li>A whole-day event on <i>our community</i> to involve a wide range of visitors.</li> <li>Involving children in Rock Challenge.</li> </ul>		
	<ul style="list-style-type: none"> <li>Cyberbullying.*</li> <li>Setting up a school council if you do not have one in place.</li> <li>Internet links with schools in differing environments. Pen pals.</li> <li>The breadth of opportunity required to support children’s personal development learning.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Exploring the possibility of productive links with other curriculum areas.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Visitors – community police officer, Hampshire Fire and Rescue Service, vicar, school nurse, parents/carers, elderly people, governors, local council.</li> <li>• Internet.</li> <li>• Local democracy week (October).</li> <li>• Books and stories.</li> <li>• HIAS <i>e-Profile</i> CD.</li> </ul>
<b>Assessment opportunities</b>	<ul style="list-style-type: none"> <li>• Self, peer and group assessment of group work skills.</li> <li>• Teacher observation of participation in a group.</li> </ul>
<b>Links</b>	<p><b>New RSE Guidance</b>  <b><u>Respectful Relationships</u></b>  - practical steps they can take in a range of different contexts to improve or support respectful relationships.  - the conventions of courtesy and manners.  - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p><b>myHappymind</b>  Engage</p> <p><b>SMSC and British Values</b>  - enable students to distinguish right from wrong and to respect the civil and criminal law of England;  - encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;  - enable students to acquire a broad general  - an understanding of how citizens can influence decision-making through the democratic process</p> <p><b>RRR</b>  <b>Articles:</b> 2 (<i>equality</i>), 4 (<i>government responsibilities</i>), 12 (<i>opinions</i>), 30 (<i>home language</i>), 39 (<i>restoring self-respect</i>), 41 (<i>international laws</i>).</p> <p><b>Healthy Schools</b>  <b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Have mechanisms in place to ensure children’s views are reflected in curriculum planning, teaching and learning, and in the whole-school environment, including those with SEN and specific health conditions, as well as disaffected children and young carers.</li> </ul>

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## Year 5 – *It's my body*

Skills, knowledge and understanding	Objectives	Suggested activities	Outcomes for personal and social development
<p><i>The National Curriculum framework for PSHE and citizenship teachers in England, DCSF/QCA</i></p> <p>Pupils should be taught:</p> <p><b>1d</b> to recognise, as they approach puberty, how people's emotions change at that time, and how to deal with their feelings towards themselves, their family and others, in a positive way</p> <p><b>3a</b> what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p> <p><b>3c</b> about how the body changes as they approach puberty.</p>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>be able to discuss and choose the healthy options in relation to food, exercise, rest, etc</li> <li>know how changes at puberty affect the body in relation to hygiene</li> <li>know how to cope with periods in school</li> <li>know that body changes are a preparation for sexual maturity</li> <li>be able to discuss and ask questions about changing bodily needs.</li> </ul>	<ul style="list-style-type: none"> <li>Draw and write activity – <i>what I do to keep healthy</i>.</li> <li>Food groups – food label survey.</li> <li>Healthy lunch box project.</li> <li>Survey of exercise taken by all members of school.</li> <li><i>Jump rope</i> or other initiatives.</li> <li>Exercise/healthy lifestyles guides and leaflets for 9 to 11-year-olds.</li> <li>Group work to develop a <i>healthy decisions</i> checklist and poster display.</li> <li>Puberty quiz or true/false questionnaire to establish starting points.</li> <li>BBC and Channel 4 schools programmes.</li> <li>Visit from school nurse.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding about healthy eating, and what happens to their bodies when they exercise</li> <li>describe the changes their bodies will go through at puberty</li> <li>understand that puberty will have an impact on themselves, their emotions and relationships</li> <li>explain how to care for their bodies, including the importance of personal hygiene.</li> </ul>
<b>Have you thought about?</b>	<ul style="list-style-type: none"> <li>Attending HCC health and well-being conferences/forums (see HTLC website).</li> <li>School provision to support menstruation.*</li> <li>Cultural differences/gender issues.*</li> <li>The breadth of opportunity required to support children's personal development learning.</li> <li>Exploring the possibility of productive links with other curriculum areas.</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Primary Care Trust resources.</li> <li>School nurse.</li> <li>Models, leaflets and posters from health promotion departments.</li> <li>Collection of foods to show labeling.</li> <li>British Heart Foundation <i>Jump rope</i> initiative.</li> <li>Books and stories.</li> <li>HIAS <i>e-Profile</i> CD.</li> </ul>		
<b>Assessment opportunities</b>	<ul style="list-style-type: none"> <li>Self/peer assessment of understanding of healthy lifestyle.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Naming and labeling of body parts/systems.</li> </ul>
<b>Links</b>	<p><b>RSE Guidance</b></p> <p><b><u>Being Safe</u></b></p> <ul style="list-style-type: none"> <li>- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>- that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b><u>Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>- what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>- the principles of planning and preparing a range of healthy meals.</li> <li>- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul> <p><b><u>Changing Adolescent Body</u></b></p> <ul style="list-style-type: none"> <li>- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>- about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
	<p><b>myHappyMind</b> Meet Your Brain Relate</p>
	<p><b>SMSC and British Values</b></p> <ul style="list-style-type: none"> <li>- enable students to develop their self-knowledge, self-esteem and self-confidence</li> </ul>
	<p><b>RRR</b></p> <p><b>Articles:</b> 3 (<i>adult involvement</i>), 12 (<i>opinions</i>), 32 (<i>protection from unsafe work</i>), 33 (<i>protection from drugs</i>), 34 (<i>protection from sexual abuse</i>), 35 (<i>ensure not abducted/sold</i>), 36 (<i>protection from harmful activities</i>), 39 (<i>restoring self-respect</i>).</p>
	<p><b>Healthy Schools</b></p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Have up-to-date policies in place – developed through wide consultation, implemented and monitored and evaluated for impact, covering sex and relationship education, drug education and incidents, safeguarding and confidentiality.</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• Have whole-school food policy – developed through wide consultation, implemented, monitored and evaluated for impact.</li> <li>• Ensure that children have opportunities to learn about different types of food in the context of a balanced diet (using the Balance of Good Health) and how to plan, budget, prepare and cook meals, understanding the</li> </ul>
	<p>need to avoid the consumption of food high in salt, sugar and fat, and increase the consumption of fruit and vegetables.</p> <p><b>Physical activity</b></p> <ul style="list-style-type: none"> <li>• Have whole-school physical activity policy – developed through wide consultation, implemented, monitored and evaluated for impact.</li> <li>• Encourage children and parents/carers to walk or cycle to school under safe conditions, utilising the school travel plan.</li> </ul>

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## Year 5 – *Looking at the World*

Skills, knowledge and understanding	Objectives	Suggested activities	Outcomes for personal and social development
<p><i>The National Curriculum framework for PSHE and citizenship teachers in England, DCSF/QCA</i></p> <p>Pupils should be taught:</p> <p><b>2a</b> to research, discuss and debate topical issues, problems and events</p> <p><b>2f</b> to resolve differences by looking at alternatives, making decisions and explaining choices</p> <p><b>2j</b> that resources can be allocated in different ways, and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>know the variety of communities to which they simultaneously belong – family, school, local, national, European and worldwide – and the interdependence of individuals, groups and communities</li> <li>know about public service provision, locally and nationally and that this is not <i>free</i></li> <li>know the benefits and costs of personal spending decisions on themselves, the local community, the local economy and on people in other parts of the world</li> <li>research information and identify relevant issues</li> <li>use different modes of communication to express personal and group views about social and environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>Use activities such as card sort, brainstorm or values continuum to explore beliefs about the world.</li> <li>Circle time – <i>what rights, what responsibilities do I/we have locally, nationally, internationally?</i></li> <li>District or borough council visitor to be interviewed/ questioned about local service provision, council tax expenditure, etc.</li> <li>Exploring data on world debt.</li> <li>Review of financial report of international charity such as Oxfam.</li> <li>Study of a global issue, eg: war, refugees, a natural disaster.</li> <li>Playmaking with news item as stimulus material.</li> <li>Support for a personal, class or school charity, participation in an appeal, writing letters, presenting an assembly.</li> <li>A news diary over a week, with recording of personal views and responses to share in a group.</li> <li>Debate of current world issue or simulation of protest hearing with whole class in role, voting on the issues before and after the debate/simulation.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>demonstrate an increased knowledge of rights and responsibilities within a society</li> <li>show an awareness of the idea of collective and individual responsibility to find solutions</li> <li>participate and show concern for their community.</li> </ul>

<b>Have you thought about?</b>	<ul style="list-style-type: none"> <li>• A map, directory or photographic display to show community facilities, services, employers and school.</li> <li>• Financial capability, eg: pfeg (see: <a href="http://www.hants.gov.uk/education/hias/pdl/financial-capability.htm">www.hants.gov.uk/education/hias/pdl/financial-capability.htm</a>).</li> <li>• The Internet.</li> <li>• The breadth of opportunity required to support children’s personal development learning.</li> <li>• Exploring the possibility of productive links with other curriculum areas.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Books and stories.</li> <li>• Visitors.</li> <li>• Internet.</li> <li>• Oxfam and UNICEF materials.</li> <li>• <i>What money means</i> (<a href="http://www.hants.gov.uk/education/hias/pdl/financial-capability.htm">www.hants.gov.uk/education/hias/pdl/financial-capability.htm</a>).</li> <li>• HIAS <i>e-Profile</i> CD.</li> </ul>
<b>Assessment opportunities</b>	<ul style="list-style-type: none"> <li>• Expression of personal views in circle time.</li> </ul>
<b>Links</b>	<p><b>RSE Guidance</b></p> <p><b>myHappymind Engage</b></p> <p><b>SMSC and British Values</b></p> <ul style="list-style-type: none"> <li>- enable students to develop their self-knowledge, self-esteem and self-confidence;</li> <li>- enable students to distinguish right from wrong and to respect the civil and criminal law of England;</li> <li>- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;</li> <li>- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</li> <li>- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</li> <li>- an understanding of how citizens can influence decision-making through the democratic process;</li> <li>- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</li> </ul> <p><b>RRR</b></p> <p><b>Articles:</b> 4 (<i>government responsibilities</i>), 11 (<i>forceably removed</i>), 12 (<i>opinions</i>), 27 (<i>financial stability</i>), 29 (<i>developing personal talents</i>), 35 (<i>ensure not abducted/ sold</i>), 36 (<i>protection from harmful activities</i>), 38 (<i>military service</i>), 41 (<i>international laws</i>).</p>
	<p><b>Healthy Schools</b></p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Have mechanisms in place to ensure children’s views are reflected in curriculum planning, teaching and learning, and the whole-school environment, including those with SEN and specific health conditions, as well as disaffected children and young carers.</li> </ul> <p><b>Emotional health and well-being</b></p> <ul style="list-style-type: none"> <li>• Have clear, planned curriculum opportunities for children to understand and explore feelings using appropriate learning and teaching styles.</li> </ul>