

## PSHE/SMSC Overview

### Year 5

#### Connaught Values – Caring, Confident, Committed

	Connaught Curriculum Drivers	PSHEC and British Values	SMSC <i>Democracy The Rule of Law Mutual Respect Individual Liberty and Responsibility Tolerance of those of different Cultures, faiths and beliefs.</i>	SRE
<b>Aut 1 The Americas</b>	Enterprise: <b>Develop strategies to work collaboratively to achieve successful outcomes and look at how we can transfer these skills to other areas.</b>	HW21 the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. <i>Mutual Respect, ICT and The Rule of Law</i>	<b>Social</b> Anti-bullying lessons Responsibility towards School and wider community class charters Visits to see older residents Harvest celebration in church-collecting food for Besom Food Bank Links with French school Daily promotion of responsibility, making good choices, team work and peer assessment Culture of praising/celebrating success and differences Peer teaching – Year 5 teaching Year 2/Year 3. Rolesa round school – lunchtime clubs/monitors Voting and democracy	
	Global Citizens: <b>Consider the impact of past civilisations on the world we live in today. We will also endeavour to understand our role as a global citizen.</b>			
	Wellbeing: <b>Reflect upon the emotional journey that past civilisations have under taken and the consequences of decisions made.</b>			
	Communities: <b>Compare and contrast our local community groups to those throughout the Americas.</b>			
<b>Spr 2 Keen to be Green</b>	Enterprise: <b>Collaboratively develop our ideas to create a lifestyle conducive to waste reduction.</b>	HW 19. about human reproduction – <i>Science / life cycles</i> EW 7 that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. <i>Democracy and The Rule of Law</i>	<b>Moral</b> Promotion of good choices clear boundaries including consequences – and + Group chat and paired talk PSHE – Thinking of Others Promotion of Values in assemblies and lessons Promotion of open and safe learning environments where children are encouraged to share opinions and ideas.	5.1 Know how children develop from birth onwards How to cope with new feelings about growing up
	Global Citizens: <b>Consider our eco-footprint and the impact we can have on the atmosphere through our everyday actions.</b>			
	Wellbeing: <b>Reflect upon the damage to our planet and its Ozone layer and the effect this has on all life.</b>			
	Communities: <b>Consider how communities in Britain have been affected by pollution and global warming.</b>			
<b>Spr 1 Out of This World</b>	Enterprise: <b>collaborate when organising an activity workshop for local infants.</b>		<b>Spiritual</b> Mindfulness Quiet and focussed time to maximise learning and self reflection Debates relating to RE topics	5.2/5.3 Be able to respect other people's feelings Be able to respect differences between people Be able to empathise, listen and support others
	Global Citizens: <b>consider the impact of space travel on our planet and solar system. We will also realise the global importance of space exploration.</b>			
	Wellbeing: <b>reflect upon the emotional journey that space explorers and their families go through.</b>			

	<p>Communities: <b>consider the impact that space explorers have had on our planet, in particular our national and local areas.</b></p>			
<p><b>Spr 2</b> <b>Water</b> <b>world</b></p>	<p>Enterprise: <b>Develop a product including designing adverts which we will be pitching to a company.</b></p>	<p><b>EW 12.</b> to think about the lives of people living in other places, and people with different values and customs <i>Tolerance of those of different Cultures, faiths and beliefs.</i></p>	<p><b>Cultural</b> Stories from different cultures Topic – Keen to be Green and The Americas Waterworld – Droughts/flooding across the world RE – Islam The Americas – Incas and Native Americans Research of mountains Calypso Human achievers – Christopher Columbus, Tim Peake History of Britain Legacy of the Romans</p>	
	<p>Global Citizens: <b>Consider the impact of not having access to water as well as looking at the power that water has on our world.</b></p>			
	<p>Wellbeing: <b>Research the importance of providing access to water in third world counties.</b></p>			
	<p>Communities: <b>Consider the impact of water on our local community compared to international communities.</b></p>			
<p><b>Sum 1+2</b> <b>Invaders</b> <b>and</b> <b>Settlers</b></p>	<p>Enterprise: <b>Collaboratively develop strategies to create ideas that could improve Britain whilst considering what would be cost and time effective.</b></p>	<p><b>HW2.</b> 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' <i>Individual Liberty and Responsibility</i></p> <p>Drugs/ alcohol- healthy eating and lifestyles <b>HW3.</b> to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet <i>Individual Liberty and Responsibility</i></p> <p><b>HW4.</b> to recognise how images in the media do not always reflect reality and can affect how people feel about themselves <b>EW17.</b> to explore and critique how the media present information.</p> <p><b>HW9.</b> to differentiate between the terms, 'risk', 'danger' and 'hazard' <i>Individual Liberty and Responsibility</i></p> <p><b>HW13.</b> that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p>		
	<p>Global Citizens: <b>Consider the impact of past tribes and civilisations on the Britain of today. We will also endeavour to understand our role as a global citizen.</b></p>			
	<p>Wellbeing: <b>Reflect upon the emotional journey that past tribes and civilisations have undertaken and the consequences of decisions made.</b></p>			
	<p>Enterprise: <b>Collaboratively develop strategies to create ideas that could improve Britain whilst considering what would be cost and time effective.</b></p>			

		<p><i>The Rule of Law and Individual Liberty and Responsibility</i></p> <p><b>HW17.</b> which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. <i>The Rule of Law</i></p> <p>What is meant by the term habit and why habits can be hard to change?</p>		
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### General PSHE covered when appropriate

- 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 – guided reading – characters
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them - ELSA/ daily talk when needed
- **to differentiate between the terms, 'risk', 'danger' and 'hazard'- ESAFETY**
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience – bikeability
- school rules about health and safety, basic emergency aid procedures, where and how to get help
- how their body will, and emotions may, change as they approach and move through puberty
- strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
- to recognise and respond appropriately to a wider range of feelings in others

- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- **that their actions affect themselves and others**
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- 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
- to work collaboratively towards shared goals
- 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

### **Anti- Bullying week**

to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)

### **Cyber Safety**

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

to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices