



**PSHE Coverage**

**Year 5**

Question	Core Theme	Objectives
<p><b>Autumn 1</b> What makes up our identity?</p>	<p>Health and wellbeing PoS refs: H25, H26, H27, R32, L9</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>
<p><b>Autumn 2</b> What decisions can people make with money?</p>	<p>Living in the wider world PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.</li> </ul>
<p><b>Spring 1</b> How can we help in an accident or emergency?</p>	<p>Health and wellbeing PoS refs: H43, H44</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• Red Cross - Life. Live it Help save lives / Emergency action</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>
<p><b>Spring 2</b> How can friends</p>	<p>Relationships PoS refs: R1, R18, R24,</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> </ul>



## NEWTON BLUECOAT CHURCH OF ENGLAND PRIMARY SCHOOL – P.S.H.E PROGRESSION



<p>communicate safely?</p>	<p>R26, R29, L11, L15</p>	<ul style="list-style-type: none"> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</li> </ul>
<p><b>Summer 1</b> How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs.</li> </ul>
<p><b>Summer 2</b> What jobs would we like?</p>	<p>Living in the wider world PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>

Core themes – Health & Wellbeing (H), Relationships (R), Wider World (W)