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| **Easterside Logo Small.jpg**Year 5 & 6 Cycle 1Medium Term Overview |
| Half/Term Key Question  | Topic | In this unit of work, Pupils learn… | Quality Assured resources to support planning  |
| **Autumn 1**What makes up a person’s identity? | **Health and wellbeing**Identity; personal attributes and qualities;similarities and differences; individuality;stereotypesPoS refs: H25, H26, H27, R32, L9**H25.** about personal identity; what contributes to who we are (e.g. ethnicity,family, gender, faith, culture, hobbies, likes/dislikes)**H26.** that for some people gender identity does not correspond with theirbiological sex**H27.** to recognise their individuality and personal qualities**R32.** about respecting the differences and similarities between people andrecognising what they have in common with others e.g. physically, in personalityor background**L9.** about stereotypes; how they can negatively influence behaviours and attitudestowards others; strategies for challenging stereotypesL2. to recognise there are human rights, that are there to protect everyone | • how to recognise and respect similarities and differencesbetween people and what they have in common with others• that there are a range of factors that contribute to a person’sidentity (e.g. ethnicity, family, faith, culture, gender, hobbies,likes/dislikes)• how individuality and personal qualities make up someone’sidentity (including that gender identity is part of personalidentity and for some people does not correspond with theirbiological sex)• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others• how to challenge stereotypes and assumptions about others\*\*9 Protected Characteristics\*\* * Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.
 | PSHE Association - Inclusion, belonging andaddressing extremism (KS2 –Y5/6), ‘Stereotypes’Premier League Primary Stars – Developing valuesMetro Charity, KS2, Gender |
| **Autumn 2**What decisions can people make with money? | **Living in the wider world**Money; making decisions; spending andsavingPoS refs: R34, L17, L18, L20, L21, L22,L24**R34**. how to discuss and debate topical issues, respect other people’s point ofview and constructively challenge those they disagree with**L17**. about the different ways to pay for things and the choices people have about this**L18**. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’**L20**. to recognise that people make spending decisions based on priorities, needs and wants**L21**. different ways to keep track of money**L22**. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe**L24**. to identify the ways that money can impact on people’s feelings and emotions | • how people make decisions about spending and saving money and what influences them• how to keep track of money so people know how much theyhave to spend or save• 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)• how to recognise what makes something ‘value for money’ and what this means to them• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions |  |
| **Spring 1**How can we help in an accident or emergency? | **Health and wellbeing**Basic first aid, accidents, dealing withemergenciesPoS refs: H43, H44, H10, H9**H43.** about what is meant by first aid; basic techniques for dealing with common injuries**H44.** how to respond and react in an emergency situation; how to identifysituations that may require the emergency services; know how to contact them and what to say**H10**. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed**H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it | • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions• that if someone has experienced a head injury, they should not be moved• when it is appropriate to use first aid and the importance ofseeking adult help • the importance of remaining calm in an emergency andproviding clear information about what has happened to anadult or the emergency services | Red Cross - Life. Live it Help save lives /Emergency action |
| **Spring 2**How can friends communicate safely? | **Relationships**Friendships; relationships; becomingindependent; online safetyPoS refs: R1, R18, R24, R26, R29, L11,L15, H42, H45**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)**R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary**R24**. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know**R26**. about seeking and giving permission (consent) in different situations**R29**. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)**L11**. recognise ways in which the internet and social media can be used both positively and negatively**L15**. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images**H42**. about the importance of keeping personal information private; strategies forkeeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact**H45**. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk | • about the different types of relationships people have in their lives• how friends and family communicate together; how the internet and social media can be used positively• how knowing someone online differs from knowing someone face-to-face• how to recognise risk in relation to friendships and keeping safe• about the types of content (including images) that is safe toshare online; ways of seeking and giving consent before images or personal information is shared with friends or family• how to respond if a friendship is making them feel worried,unsafe or uncomfortable• how to ask for help or advice and respond to pressure,inappropriate contact or concerns about personal safety\*\*9 Protected Characteristics\*\* * Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.
 | Thinkuknow – Play, Like, ShareGoogle & Parentzone – Be Internet Legends |
| **Summer 1**How can drugs common to everyday life affect health? | **Health and wellbeing**Drugs, alcohol and tobacco; healthyhabitsPoS refs: H1, H3, H4, H46, H47, H48,H50**H1.** how to make informed decisions about health**H3**. about choices that support a healthy lifestyle, and recognise what might influence these**H4**. how to recognise that habits can have both positive and negative effects on a healthy lifestyle**H46**. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break**H47**. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others**H48**. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);**H50**. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns | • how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health andwellbeing• that some drugs are legal (but may have laws or restrictionsrelated to them) and other drugs are illegal• how laws surrounding the use of drugs exist to protect themand others• why people choose to use or not use different drugs• how people can prevent or reduce the risks associated withthem• that for some people, drug use can become a habit which isdifficult to break• how organisations help people to stop smoking and the supportavailable to help people if they have concerns about any druguse• how to ask for help from a trusted adult if they have anyworries or concerns about drugs | Islington Healthy Schools Team – DrugWise £1decision - Keeping/staying healthy £\*The PSHE Association will be releasing a drug andalcohol education programme in summer 2020 |
| **Summer 2**What jobs would we like?**Year 5 children** **Puberty talk** (Annually) | **Living in the wider world**Careers; aspirations; role models; thefuturePoS refs: L26, L27, L28, L29, L30, L31,L32, H31, H32**L26**. that there is a broad range of different jobs/careers that people can have;that people often have more than one career/type of job during their life**L27**. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them**L28.** about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)**L29**. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid**L30**. about some of the skills that will help them in their future careers e.g.teamwork, communication and negotiation**L31**. to identify the kind of job that they might like to do when they are older**L32.** to recognise a variety of routes into careers (e.g. college, apprenticeship, university)**H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)**H32**. about how hygiene routines change during the time of puberty, theimportance of keeping clean and how to maintain personal hygiene | • that there is a broad range of different jobs and people oftenhave more than one during their careers and over their lifetime• that some jobs are paid more than others and some may bevoluntary (unpaid)• about the skills, attributes, qualifications and training needed fordifferent jobs• that there are different ways into jobs and careers, includingcollege, apprenticeships and university• how people choose a career/job and what influences theirdecision, including skills, interests and pay• how to question and challenge stereotypes about the types ofjobs people can do• how they might choose a career/job for themselves when theyare older, why they would choose it and what might influencetheir decisions\*\*9 Protected Characteristics\*\* * Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.
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| **Easterside Logo Small.jpg**Year 5 & 6 Cycle 2Medium Term Overview  |
| Half/Term Key Question  | Topic | In this unit of work, Pupils learn… | Quality Assured resources to support planning  |
| **Autumn 1****Autumn 2**How can we keep healthy as we grow? | **Health and wellbeing**Looking after ourselves; growing up;becoming independent; taking moreresponsibilityPoS refs: H1, H2, H3, H4, H5, H6, H7,H8, H11, H12, H13, H14, H15, H16,H21, H22, H40, H46, R10**H1**. how to make informed decisions about health**H2.** about the elements of a balanced, healthy lifestyle**H3**. about choices that support a healthy lifestyle, and recognise what might influence these**H4**. how to recognise that habits can have both positive and negative effects on a healthy lifestyle**H5**. about what good physical health means; how to recognise early signs ofphysical illness**H6**. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.**H7**. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle**H8**. about how sleep contributes to a healthy lifestyle; routines that supportgood quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn**H11**. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)**H12**. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer**H13**. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online**H14**. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their healthH15. that mental health, just like physical health, is part of daily life; theimportance of taking care of mental health**H16**. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing**H21**. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others**H22**. to recognise that anyone can experience mental ill health; that mostdifficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult**H40**. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)**H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break**R10**. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing | • how mental and physical health are linked• how positive friendships and being involved in activities such asclubs and community groups support wellbeing• how to make choices that support a healthy, balanced lifestyleincluding:» how to plan a healthy meal» how to stay physically active» how to maintain good dental health, including oralhygiene, food and drink choices» how to benefit from and stay safe in the sun» how and why to balance time spent online with otheractivities» how sleep contributes to a healthy lifestyle; the effectsof poor sleep; strategies that support good quality sleep» how to manage the influence of friends and family onhealth choices• that habits can be healthy or unhealthy; strategies to helpchange or break an unhealthy habit or take up a new healthy one• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on• that anyone can experience mental ill-health and to discuss concerns with a trusted adult• that mental health difficulties can usually be resolved ormanaged with the right strategies and support• that FGM is illegal and goes against human rights; that theyshould tell someone immediately if they are worried forthemselves or someone else¹ | PSHE Association – Mental health and wellbeing(KS2 – Y5/6), lessons 1 and 2PSHE Association and - The sleep factor (KS2)Rise Above – Sleep (KS2)Rise Above – Social media (KS2)\*The PSHE Association will be releasing a drug andalcohol education programme in summer 2020 |
| **Spring 1****Spring 2**How can the media influence people? | **Living the wider world**Media literacy and digital resilience;influences and decision-making; onlinesafetyPoS refs: H49, R34, L11, L12, L13, L14,L15, L16, L23**H49**. about the mixed messages in the media about drugs, including alcohol and smoking/vaping**R34**. how to discuss and debate topical issues, respect other people’s point ofview and constructively challenge those they disagree with**L11**. recognise ways in which the internet and social media can be used both positively and negatively**L12**. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results**L13**. about some of the different ways information and data is shared and used online, including for commercial purposes**L14**. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information**L15**. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images**L16**. about how text and images in the media and on social media can bemanipulated or invented; strategies to evaluate the reliability of sources andidentify misinformation**L23**. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations | • how the media, including online experiences, can affect people’swellbeing – their thoughts, feelings and actions• that not everything should be shared online or social mediaand that there are rules about this, including the distribution ofimages• that mixed messages in the media exist (including about health,the news and different groups of people) and that these caninfluence opinions and decisions• how text and images can be manipulated or invented; strategiesto recognise this• to evaluate how reliable different types of online content andmedia are, e.g. videos, blogs, news, reviews, adverts• to recognise unsafe or suspicious content online and what to doabout it• how information is ranked, selected, targeted to meet theinterests of individuals and groups, and can be used to influencethem• how to make decisions about the content they view online or inthe media and know if it is appropriate for their age range• how to respond to and if necessary, report information viewedonline which is upsetting, frightening or untrue• to recognise the risks involved in gambling related activities,what might influence somebody to gamble and the impact itmight have• to discuss and debate what influences people’s decisions, takinginto consideration different viewpoints\*\*9 Protected Characteristics\*\* * Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.
 | PSHE Association - Inclusion, belonging andaddressing extremism (KS2 –Y5/6), ‘Extremism’PSHE Association, National Literacy Trust and TheGuardian Foundation – NewsWise, Lessons 3, 5and 6BBFC – Let’s watch a film – making choices aboutwhat to watchChildnet – Trust meIslington Healthy Schools Team – DrugWise £Rise Above – Social Media\*The PSHE Association will be releasing a drug andalcohol education programme in summer 2020 |
| **Summer 1****Summer 2**What will change as we become more independent?How do friendships change as we grow?**Puberty Talk****Year 5 (Annually)** | **Relationships**Different relationships, changing andgrowing, adulthood, independence,moving to secondary schoolPoS refs: H24, H30, H33, H34, H35,H36, R2, R3, R4, R5, R6, R16**H24**. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools**H30**. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction**H33**. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹**H34**. about where to get more information, help and advice about growing andchanging, especially about puberty**H35**. about the new opportunities and responsibilities that increasingindependence may bring**H36**. strategies to manage transitions between classes and key stages**R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different**R3**. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong**R4**. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others**R5**. that people who love and care for each other can be in a committedrelationship (e.g. marriage), living together, but may also live apart**R6**. that a feature of positive family life is caring relationships; about the different ways in which people care for one another**R16**. how friendships can change over time, about making new friends and the benefits of having different types of friends**H31**. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)**H32**. about how hygiene routines change during the time of puberty, theimportance of keeping clean and how to maintain personal hygiene | • that people have different kinds of relationships in their lives, including romantic or intimate relationships• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime• how puberty relates to growing from childhood to adulthood• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for• that there are ways to prevent a baby being made²• how growing up and becoming more independent comes with increased opportunities and responsibilities• how friendships may change as they grow and how to manage this• how to manage change, including moving to secondary school; how to ask for support or where to seek further informationand advice regarding growing up and changing | Medway Public Health Directorate - Primary RSElessons (Y6)Betty – It’s perfectly naturalNSPCC – Making sense of relationships (KS2)PSHE Association – Mental health and wellbeing(KS2 – Y5/6), lesson 3, Feelings and commonanxieties when transitioning to secondary schoolRise Above – Transition to secondary school |