

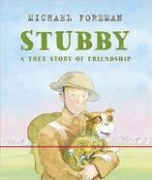
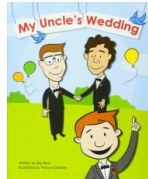




YEAR 5 — MEDIUM-TERM OVERVIEW

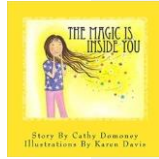
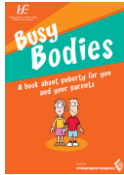



Term	Topic	In this unit of work, students learn...	Resources (See regularly-updated pdf , version for latest Quality Assured resources)	RSE Books
Autumn — Relationships	Families and friendships Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	<ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships 	Premier League Primary Stars KS2 PSHE Inclusion https://www.pshe-association.org.uk/curriculum-and-primary-resources/resources/premier-league-primary-stars https://plprimarystars.com/resources/inclusion	Autumn 1 
	Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	<ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact 		
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	<ul style="list-style-type: none"> to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online 	Premier League Primary Stars-KS2 Behaviour/ relationships Do the right thing https://plprimarystars.com/resources/do-the-right-thing Premier League Primary Stars KS2 PSHE Developing values https://plprimarystars.com/resources/values https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars	Autumn 2 

<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment 	<p>Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean Rescue</p> <p>https://plprimarystars.com/resources/tackling-plastic-pollution</p> <p>Team Margot-Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>http://givingtohelpothers.org/</p> <p>1 decision – Being responsible £</p>	<p>Spring 1</p> 
<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information 	<p>Guardian foundation and National Literacy Trust NewsWise-KS2 lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted</p> <p>https://www.theguardian.com/news/wise/2019/oct/07/lesson-5-spotting-fake-news-pshe-education</p> <p>https://www.theguardian.com/news/wise/2019/oct/07/lesson-6-understanding-that-news-is-targeted-pshe</p> <p>Google and Parent zone Be Internet Legends</p> <p>https://parentzone.org.uk/legendshome</p>	<p>Spring 2</p> 
<p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training 		

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Summer — Health and wellbeing	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment 	PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital- The sleep factor https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints	Summer 1 
	Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34 *Taught as a discreet separate sex education lesson during Summer term.	<ul style="list-style-type: none"> • This content will be supported by "busy bodies" videos and support material – the videos and material explore; <ul style="list-style-type: none"> • an introduction • what happens in puberty, how boy's bodies grow and develop during puberty (all genders to watch) • How girls' bodies grow and develop, including menstruation (for all genders to watch) • enjoying growing up. (exploring looking after physical and mental wellbeing) 	Busy bodies support videos  Medway Public Health Directorate – Primary RSE lessons (Y5) Puberty Betty It's perfectly natural https://bettyforschools.co.uk/resources/1-decision-Growing-and-Changing	Summer 2 
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services 	British Red Cross Life Live it KS2 lesson Help save lives, Emergency Action https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross https://lifealiveit.redcross.org.uk/ PSHE Association and GambleAware – Lesson 1 Exploring risk	

¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information