

# Castle View Primary School PSHE Curriculum

## Autumn 1, Year 5 – *Me and My Relationships*

### Prior Learning:

- Healthy relationships
- Listening to feelings

Bullying

### SCARF Objectives:

- To give a range of examples of our emotional needs and explain why they are important.
- To explain the qualities of a good friend and why they are important.
- To give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.
- To identify what things make a relationship unhealthy.

### Assessment Questions:

- Should we always compromise?
- What are the qualities that make a good friend? Why?
- What sort of things make a relationship unhealthy? What help could someone get?
- What are some of our emotional needs? How do we meet them in school?
- What is the difference between assertive, aggressive and passive behaviour?

### Key vocabulary:

Collaborate, negotiate, conflict,  
resolution, sensitive,  
insensitive, unhealthy  
relationship, abuse, emotions,  
emotional needs, assertive,  
aggressive, passive

# Castle View Primary School PSHE Curriculum

## Autumn 2, Year 5 – *Valuing Difference*

### **Prior Learning:**

- Recognising and celebrating difference (including religions and cultural difference)
- Understanding and challenging stereotypes

### **SCARF Objectives:**

- To give examples of different faiths and cultures and positive things about having these differences.
- To understand ways in which people behave when they discriminate against others who are different from them and how this behaviour could be challenged.
- To explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.
- To recognise that some people can get bullied because of the way they express their gender.

### **Assessment Questions:**

- How can people act to try and reduce discriminative behaviours and beliefs?
- What are the benefits of living in a diverse society?
- How can people present differently online? Why might they do this?
- Who can help if someone is being bullied?

### **Key vocabulary:**

Respect, excluded,  
discrimination, prejudice,  
diverse, metaphor, sexual  
orientation, gender identity,  
gender expression, stereotype,  
bullying

# Castle View Primary School PSHE Curriculum

## Spring 1, Year 5 – *Keeping Safe*

### **Prior Learning:**

- Understanding the norms of drug use (cigarettes and alcohol)
- Managing risk

### **Influences**

### **SCARF Objectives:**

- To give examples of things that might influence a person to take risks and to understand that I have a choice.
- To know how to protect my personal information online.
- To explore categorisation of drugs, the risks associated with medicines.
- To learn some key facts and information about drugs and medicines.

### **Assessment Questions:**

- What strategies could you use to support others who are being bullied?
- How can you keep safe online and ensure you use the internet in a healthy way?
- What should someone do when faced with a risky situation?
- What are the risks associated with smoking and vaping?

### **Key vocabulary:**

Bullying, cyberbullying, privacy,  
personal information, risk,  
assessing, pressure, risk taking,  
substance, stimulant

# Castle View Primary School PSHE Curriculum

## Spring 2, Year 5 – *Rights and Respect*

### **Prior Learning:**

- Making a difference (different ways of helping others or the environment)
- Media influence
- ~~Decisions about spending money~~

### **SCARF Objectives:**

- To give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me.
- To understand what biased reporting is and the need to think critically about things we read.
- To explain that local councils must make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.

### **Assessment Questions:**

- Why do we need to think critically about the things we read?
- What is the difference between responsibilities, rights and duties?
- List some of the rights you have to our school environment and how you could respect it?
- What are some of the things our local council spends money on?

### **Key vocabulary:**

Responsibility, fact, opinion, biased, unbiased, reporting, rights, responsibilities, duties, public services, council, vote, elections, councillors

# Castle View Primary School PSHE Curriculum

## Summer 1, Year 5 – *Being my Best*

### **Prior Learning:**

- Having choices and making decisions about my health
- Taking care of my environment

My skills and interests

### **SCARF Objectives:**

- To give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.
- To recall the importance of food, water, oxygen, sleep and exercise.
- To name several *personal* qualities that enhance attraction that are nothing to do with how they look.

### **Assessment Questions:**

- What kind of mental attitude would help make their dream more likely to become a reality?
- What is the function of the stomach / liver / intestines?
- What does the body need to keep fit and healthy?
- What sort of responsibilities will you begin to take on as you get older?

### **Key vocabulary:**

Healthy, organs, body systems  
perseverance, commitment,  
resilience, determination,  
responsibilities independence,  
mental attitude

# Castle View Primary School PSHE Curriculum

## Summer 2, Year 5 – *Changing and Growing*

### Prior Learning:

- Body changes during puberty
- Managing difficult feelings

Relationships including marriage

### SCARF Objectives:

- To explain what resilience is and how it can be developed.
- To list ways that I can prepare for changes (e.g. to get the facts, talk to someone).
- To identify situations where someone might need to break a confidence to keep someone safe.
- To know some products that they may need during puberty and why.
- To identify when I need help and can identify trusted adults in my life who can help me.
- To recall the PANTS rules.

### Assessment Questions:

- How does a person become resilient?
- What strategies could you use when you felt uncomfortable – specifically if you experienced inappropriate touch?
- When is it appropriate to break confidence and share someone's secret?
- Describe some products you may need to use in puberty and why?

### Key vocabulary:

Wellbeing, resilience, trust, secret, surprise, confidence, appropriate, inappropriate, puberty, period, pad, tampon, semen, hormones, changes