

YEAR 5 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Examples of Books / Resources
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • 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) 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 	https://thelinkingnetwork.org.uk/resource/identity-activities/ https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2 https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have 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 	Natwest Bank – Money Sense resources https://natwest.mymoneysense.com/teachers/resources-8-12s/ Help and guidance for parents/ carers and as a backdrop to what the aim of this unit is: https://www.moneyadvice.service.org.uk/en/corporate/you-your-kids-and-money https://www.valuesmoneyandme.co.uk/teachers

<p>Spring 1 How can we maintain a balanced and healthy lifestyle?</p>	<p>Health and wellbeing How to make choices that support a healthy, balanced lifestyle including:</p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how to stay physically active • how to benefit from and stay safe in the sun • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on health choices <p>Lifecycles and the changing adolescent body – Resources detailed in the Medway Scheme of Learning on the webpage below this link -</p> <ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how to ask for advice and support about growing and changing and puberty • how personal hygiene routines change during puberty 	<p>Department of Children’s Sleep Medicine at Evelina London Children’s Hospital- The sleep factor:</p> <p>https://www.psheassociation.org.uk/curriculum-andresources/resources/sleep-factorlesson-plans-powerpoints</p> <p>https://www.mentallyhealthyschools.org.uk/resources/mental-health-and-emotional-wellbeing-lesson-plans/</p> <p>Taught using the Medway Scheme of Learning</p>
<p>Spring 2 How can friends communicate safely?</p>	<p>Relationships Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<ul style="list-style-type: none"> • 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 to share 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 	<p>Premier League Primary Stars KS2 PSHE Inclusion https://www.psheassociation.org.uk/curriculum-andprimaryresources/resources/premierleague-primary-stars https://plprimarystars.com/resources/inclusion</p> <p>Respecting ourselves and others: Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing https://plprimarystars.com/resources/do-the-right-thing</p> <p>Premier League Primary Stars KS2 PSHE Developing values https://plprimarystars.com/resources/values https://www.psheassociation.org.uk/curriculum-andresources/resources/premierleague-primary-stars</p> <p>Play Like Share (thinkuknow.co.uk)</p>

<p>Summer 1</p> <p>How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing</p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them 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 • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<p>Drug and alcohol education — lesson plans, resources & knowledge organisers www.pshe-association.org.uk (pshe-association.org.uk)</p>
<p>Summer 2</p> <p>What jobs would we like?</p>	<p>Living in the wider world</p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-%E2%80%98job-skills-influences</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39</p> <p>http://www.upforjuniors.org.uk/teachers-resources/up-for-jobsandcareers/</p> <p>https://nationalcareersweek.com/form-time-activity-key-stages/</p>

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| | | <ul style="list-style-type: none">• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions | |
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