








Core Theme	Year 5	PD book	British values	SUMO	Articles	PD Award
<p>Health and Wellbeing</p> <p><b>Big Questions</b></p> <p><i>What makes up a person's identity?</i></p> <p><i>How can we help in an accident or emergency?</i></p> <p><i>How can negative actions affect everyday life and health?</i></p> <p><b>PSHE Lesson</b></p> <p><b>PSHE Assembly</b></p> <p><b>Visitor Assembly</b></p> <p><b>No Outsiders in a Faith Community</b></p> <p><b>Across the Curriculum</b></p>	<p>Recognise when they need help and to develop the skills to ask for help.</p> <p>Develop strategies for keeping physically safe including road safety and safety in the environment (including rail, water and fire safety).</p> <p>Make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>Understand what is meant by the term 'habit' and why habits can be hard to change.</p> <p>Critically examine what is presented to them in social media and why it is important to do so.</p> <p>Explore the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.).</p> <p>Explore what positively and negatively affects their physical, mental and emotional health.</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>First aid Asthma, bruising (minor), burns and scalds, chest pains, choking, poisons, and shock.</p> <p><i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p><b>Thought shower:</b> detail situations where they may need help and discuss what this could look like. <b>Deeper:</b> suggest different types of help or different ways of getting this help. Is there any overlap?</p> <p><b>Explain to an alien:</b> explain their understanding of a balanced lifestyle and what this mean to them. How do they ensure they have one? <b>Deeper:</b> suggest things that can be altered in the alien's life to provide a more balanced lifestyle.</p> <p><b>Video:</b> create an instructional video on basic first aid tips and help deliver these to younger pupils in the school. These could be presented as QR codes around the school with informative posters. <b>Deeper:</b> Offer unique viewpoints such as 'what if...?' and be able to take questions from other students regarding their video.</p> <p><b>Washing line:</b> gauge the danger of certain activities on mobile phones e.g. spending too long on it, sharing a personal image. Put these on a scale and discuss the risks and mitigating factors of each. <b>Deeper:</b> explain the short term, or immediate dangers and risks, but then explore the potential long-term, or wider dangers that may be involved. Also, have an appreciation for how dangers could be subjectively viewed.</p>	<p><b>Liberty</b></p>  <p>Pupils have the freedom to make choices that affect them, but recognise that they are accountable for their actions.</p> <p><a href="https://mediasmart.uk.com/body-image-9-11/?utm_medium=website&amp;utm_source=edcoms&amp;utm_campaign=Sept2016_PSE_edcoms&amp;utm_content=resources">https://mediasmart.uk.com/body-image-9-11/?utm_medium=website&amp;utm_source=edcoms&amp;utm_campaign=Sept2016_PSE_edcoms&amp;utm_content=resources</a></p> <p><b>Law</b></p>  <p>That the law applies to everyone equally</p> <p>The difference between the two types of law (Criminal and Civil)</p> <p>How courts work &amp; why there are different courts.</p> <p>The consequences if someone breaks the law</p> <p>The age of criminal responsibility (10 years).</p>	<p><b>The 4 thought patterns (Page35):</b> This section looks at the negative thoughts patterns we can trap ourselves in. Look at how using positive self-talk can improve both self-image and reduce anxiety. Move from faulty thinking to fruity thinking using your inner coach.</p> <p><b>10 Ways to Beat Stress (Page 74):</b> you take a sample, or all of these ways to mitigate and reduce stress.</p> <p>Pupils may already be familiar with some of these. Link these back to positive thinking but also the acknowledgement that sometimes things are tough, but it is how we respond to it.</p> <p><b>Mirror Image (page 38):</b> use this task to enable children to focus on their individual qualities, strengths and uniqueness. Encourage them to talk about what they like most about themselves. What would they like to change and why? How would they do this? Discuss times when they have overcome challenges – how did they do this? This will help them realise they can deal with transitions and change.</p>	<p><b>24</b></p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p> <p><b>27</b></p>  <p>FOOD, CLOTHING, A SAFE HOME</p> <p><b>17</b></p>  <p>ACCESS TO INFORMATION</p>	<p><b>Zone 1 – Bien-être</b></p>  <ul style="list-style-type: none"> <li>. make links between PE lessons and exercise.</li> <li>. take part in a yoga session or a mindfulness break.</li> <li>. design or create your own healthy meal.</li> </ul> <p><b>Zone 2 – Egalitate</b></p>  <ul style="list-style-type: none"> <li>. making new friends</li> <li>. buddying with a new pupil in school.</li> <li>. help a peer with their learning.</li> <li>. Take part in a religious celebration with others.</li> </ul>

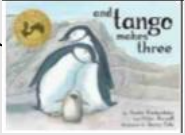
Spring Term

Core Theme	Year 5	PD Book	British values	SUMO	Articles	PD Award
<p><b>Relationships</b></p> <p><b>Big Questions</b></p> <p><i>How can friends communicate safely?</i></p> <p><i>How do I respond to inappropriate pressure, friendships or behaviours?</i></p> <p><i>How to communicate safely online and the dangers of not.</i></p> <p><b>PSHE Lesson</b></p> <p><b>PSHE Assembly</b></p> <p><b>Visitor Assembly</b></p> <p><b>No Outsiders in a Faith Community</b></p> <p><b>Across the Curriculum</b></p>	<p>Know the difference between, and the terms associated with, sex, gender identity and sexual orientation. (Rights Respecting).</p> <p><i>Recognise and care about other people's feelings and to try to see, respect and, if necessary, constructively challenge others' point of view.</i></p> <p>Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. (Rights Respecting).</p> <p><i>Explore prejudice and discrimination.</i></p> <p><i>Consider responses to racist behaviour.</i></p> <p><i>To choose to help.</i></p> <p><i>Understand that their actions affect themselves and others.</i></p> <p><i>Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</i></p> <p><i>Work collaboratively towards shared goals</i></p> <p><i>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (.including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</i></p> <p><i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p><b>Diary entry:</b> detail a day where they have helped someone, this can be something large or small. This could link to acts of kindness. <b>Deeper:</b> investigate why someone may want to help but may choose not to.</p> <p><b>Role play:</b> discuss the feelings of someone who may have been bullied. Explore how they feel. Move this on to someone who was discriminated against for a protected characteristic. What other feelings may arise here? How can we best manage those feelings. <b>Deeper:</b> provide details on the best course of action in these situations. Different reactions/ responses for differing levels of severity.</p> <p><b>Matching:</b> Provide a list of negative behaviours, such as aggression towards others, bullying, discrimination, or trolling. Additionally, provide a list of consequences. Children then match these together with the causal behaviour. <b>Deeper:</b> children can explain the further ramifications of that behaviour. What consequences may it have for others involved. Will consequences be suffered later in life?</p>	<p><b>Respect</b></p>  <p>What is respect? Where does it come from? Who receives our respect? Why? Why is it important? How does this support healthy relationships?</p> <p><b>Responsibility</b></p>  <p>What is a responsibility? Who has them? Why? Am I always responsible for my actions? How responsibilities also afford rights. What responsibilities do we share? What should we not be responsible for?</p>	<p><b>What is bullying? (page 43):</b> Use this session to ensure children's knowledge and understand of the different forms of bullying, and bullying itself, is accurate. This can then be extended to look at how friendships can include bullying, which links into unhealthy relationships.</p> <p><b>Wanted: A True Friend (page 55):</b> use this activity to enable children to work collaboratively to discuss and come together on a view of what makes a good friend and a positive relationship. This can be continued to talk about the quote mentioned below the activity.</p> <p><b>Sally, Jenna and Jasmine (page 79):</b> look at the session content section only, use this short section and the story to encourage children to build up their empathy and understanding in difficult situations.</p>	<p><b>3</b></p>  <p>BEST INTERESTS OF THE CHILD</p> <p><b>5</b></p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p> <p><b>18</b></p>  <p>RESPONSIBILITY OF PARENTS</p>	<p><b>Zone 4 – Omhyggeelig</b></p>  <p>. helping a peer who might be struggling with their learning. . Think of ways we can help reduce waste within school, strengthening our relationship with the environment.</p> <p><b>Zone 6 – Deris</b></p>  <p>. act as a special person for someone in your community. . talk about the different communities you are part of. . Show how special you are!</p>


They could also explore the reasoning behind the behaviours.

No Outsiders in a Faith Community


And Tango Makes Three – Justin Richardson & Peter Parnell  
<https://www.youtube.com/watch?v=bGZHD4SKmQU>  
 Why has the book been banned in, Hong Kong, Utah? (Why do we have different ideas, but we can co-exist.)






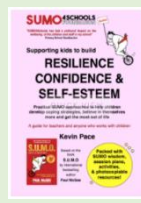





How To Heal A Broken Wing – Bob Graham  
<https://www.youtube.com/watch?v=-9iPyfVmpzM>  
 What is Amnesty International, why do we help people, and how we do today to help other.

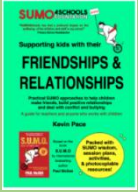


Prince Henry – Ollie Pike  
<https://www.youtube.com/watch?v=OkAyo8KBeFw>  
 Different people can get married in the UK, and how laws can change




Summer Term

Core Theme	Year 5	PD Book	British values	SUMO	Articles	PD Award
<p>Living in the Wider World</p> <p><b>Big Questions</b></p> <p><i>What decisions can people make with money?</i></p> <p><i>What jobs would we like?</i></p> <p><i>How can my skills and attributes help me in my career?</i></p> <p><b>PSHE Lesson</b>  <b>PSHE Assembly</b>  <b>Visitor</b>  <b>Assembly</b>  <b>No Outsiders in a Faith Community</b></p>	<p><b>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</b></p> <p>Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p><b>Research, discuss and debate   issues, problems and events that are of concern to them and offer recommendations to appropriate people</b></p> <p><b>Consider the lives of people living in other places, and people with different values and customs.</b></p> <p><b>To learn from our past.</b></p> <p><b>Know that ideas can change.</b></p> <p><b>Realise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</b></p> <p><b>Explore how their body will, and their emotions may, change as they approach and move through puberty.</b></p> <p><i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p><b>Venn diagram:</b> create Venn diagram of the different rights and responsibilities they have at home, school and within their community.  <b>Deeper:</b> discuss items which fall between two categories and not the third. Explore why some fall into all three categories and what this means.</p> <p><b>Map:</b> use a world map to display information gathered about people who live in different places. Discuss their values and customs. Use string to link items which are similar, to show how we are all connected. <b>Deeper:</b> explain how some of these links appear. Discuss some of the differences and where these may originate from.</p>	<p><b>Tolerance</b></p>  <p>Make links to people being different but part of the same community/family or friendships.</p> <p><b>Democracy</b></p>  <p>UK Parliament assembly/workshop tbc          The devolved assemblies          Constituencies &amp; MPs          Electoral systems - first past the post &amp; PR</p>	<p><b>Supporting kids with EXAMS &amp; TESTS</b></p>  <p><b>Favourite Activities (Page 44):</b> This short activity helps pupils identify what they enjoy, when they enjoy them and who with. This will help them plan out things such as their homework. It could also link into the need to pull themselves out of hippo time.</p> <p><b>Supporting kids to build RESILIENCE CONFIDENCE &amp; SELF-ESTEEM</b></p>  <p><b>Ideas Tree (page 61):</b> these encourages children to focus on goal setting and explore their own hopes and dreams. It may be tricky for some pupils to focus on one specific aspect of their future life. The tree represents opportunity and aspiration. The tree can be full of leaves, but this can also be altered to be a different model.</p>	<p><b>15</b></p>  <p>SETTING UP OR JOINING GROUPS</p> <p><b>2</b></p>  <p>NO DISCRIMINATION</p> <p><b>30</b></p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p><b>Zone 3 – Yawstok</b></p>  <ul style="list-style-type: none"> <li>. Taking part in an assembly.</li> <li>. Lead a prayer or thought piece.</li> <li>. Bring in something precious to you and share it with your class.</li> </ul> <p><b>Zone 5 – Nisaab</b></p>  <ul style="list-style-type: none"> <li>. developing life skills.</li> <li>. develop beyond school and outside of the school day.</li> <li>. take part in a school event or help run a special day at school.</li> </ul>


<p>Across the Curriculum RSE</p>		<p><b>Continuum:</b> look at different emotions in response to a scenario and gauge these on a scale. Discuss how this scale may change as pupils become older. For instance, being more concerned about appearance. <b>Deeper:</b> Can they discuss the change in these emotions and explain why they occur. What factors affect these and what can we control.</p>	 <p><b>How to support pupils to confront with care (page 39):</b> these few sections will encourage pupils to look at their mindset and approach when dealing with conflict or negative feelings. Promote the thinking of the SUMO principles such as Remembering the Beachball.</p>	
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No Outsiders in a Faith Community

Where the Poppies Now Grow – Hillary Robinson & Martin Impey  
<https://www.youtube.com/watch?v=ZPtK05JbTG0>  
 Historical awareness of Britain in WWI, respect for those fought for freedom



Rose Blanche – Ian McEwan & Roberto Innocenti  
<https://www.youtube.com/watch?v=cQVgniMcuoE>  
 Awareness of holocaust, causes and effect. Recognise what we can do today to make sure 'never again'



The Artist Who Painted a Blue Horse – Eric Carle  
<https://www.youtube.com/watch?v=QGJmGoxLh10>  
 Who were the Nazis in WW2, what did they stand for, what can we do today to make sure 'never again'?

