

Year 5

PSHCE objectives that are being taught cross curricular:

Autumn: Vile Victorians

- Environment - oil spillage and its impact.
- With support, research, discuss and debate topical issues (endangered animals).
- Aware of similarities and differences in relation to religion/beliefs and culture and can describe them (RE-Sikhism, comparison of Hinduism, Judaism and Christianity).

Spring: It's All Greek to Me

- Aware that similarities and differences arise from a number of factors e.g. beliefs/religion, ethnic etc (RE Spring 2).

Summer: River Tyne

- Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (Geog-Water aid).
- Environmental issues caused by draught and flooding.
- Aware of similarities and differences in relation to religion/beliefs and culture and can describe them (RE-Sikhism, comparison of Hinduism, Judaism and Christianity).

PSHCE objectives to be taught discretely:

These objectives will therefore be taught within discrete PSHCE lessons and/or key calendar events.

Note: Kidsafe and Operation Encompass tick a lot of the relationship and healthy boundaries boxes, so those objectives will not appear on this document.

Year 5

Autumn Vile Victorians	Spring It's All Greek to Me!	Summer Water is Life!
<ul style="list-style-type: none">• OPERATION ENCOMPASS X 2 lessons (Do not teach the friendship strand)• Wellbeing<ul style="list-style-type: none">-Recognise their own worth-Face challenges positively and set themselves goals-discuss what could affect their mental health	<ul style="list-style-type: none">• Kidsafe	<ul style="list-style-type: none">• Money<ul style="list-style-type: none">-Aware of budgeting and its importance-Can confidently identify what a critical consumer is• Jobs<ul style="list-style-type: none">-Can identify the type of career they would like to look into/explore-Can discuss the skills surrounding those jobs and
<ul style="list-style-type: none">• Friendships/relationships<ul style="list-style-type: none">-Identify the characteristics of friendships: loyalty, generosity, mutual respect and trust-Realising that time apart from friends is good and don't have to be in each others' pockets-Recognise when relationships are fragile and remembering not to make those feel isolated and lonely and also know how to seek out help• Bullying<ul style="list-style-type: none">-Identify the different types of bullying-Know how to respond to bullying-Know what to do if	<ul style="list-style-type: none">• British Values<ul style="list-style-type: none">-Democracy: Are able to identify with increasing confidence what democracy is and the process of a national election (Prime minister, leading parties, Brexit etc)-Rule of law: Importance of rules not only within in class but also in the wider world and consequences of not following those-Individual liberty: knowing that rules are their not to get people into trouble	<ul style="list-style-type: none">• First Aid<ul style="list-style-type: none">-To become more confident with role playing a conversation with the emergency services, after being given a range of scenarios-To recall their postcode-To be able to dress cuts and grazes and to dress a minor head injury• Environmental/news-based project/discussion<ul style="list-style-type: none">-Discuss a current topical news event. Carry out work surrounding this.

<p>bullying doesn't stop, even once you have reported it</p>	<p>'innocent until found guilty' saying and rules are there to keep people safe -Mutual respect: aware of the different communities and wealth of diversity the world holds</p> <ul style="list-style-type: none"> • Similarities and differences -Understand the range of ethnic identities in the UK and describe some of the differing beliefs and values in society -Recognising negative behaviours surrounding differences particularly with stereotyping and discriminating individuals or communities and how this impacts wellbeing (Dogs Don't Do Ballet) 	
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