

Year 5 Long Term Overview

| Autumn Vile Victorians | Spring It's All Greek to Me! | Summer River Tyne |
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| <ul style="list-style-type: none"> • OPERATION ENCOMPASS X 2 lessons (Do not teach the friendship strand) • Consent <ul style="list-style-type: none"> -peer pressure -body parts (Kidsafe link) • Wellbeing <ul style="list-style-type: none"> -Recognise their own worth -Face challenges positively and set themselves goals -Maintain a balanced lifestyle -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 National enterprise of budgeting for a community event, using UK sourced produce (COP26 link) to discuss how businesses can look after the environment. -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 • |
| <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 | <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 | <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 |

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| <ul style="list-style-type: none"> • Bullying <ul style="list-style-type: none"> -Identify the different types of bullying -Know how to respond to bullying -Know what to do if bullying doesn't stop, even once you have reported it | <p>are their not to get people into trouble 'innocent until found guilty' saying and rules are there to keep people safe</p> <ul style="list-style-type: none"> -Mutual respect: aware of the different communities and wealth of diversity the world holds • Similarities and differences <ul style="list-style-type: none"> -Understand the range of ethnic identities in the UK and describe some of the differing beliefs and values in society - Extremism- linking with stereotypes -Recognising negative behaviours surrounding differences particularly with stereotyping and discriminating individuals or communities and how this impacts wellbeing <p>(Dogs Don't Do Ballet)</p> | <p>event. Carry out work surrounding this.</p> |
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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).

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Spring: It's All Greek to Me

- Aware that similarities and differences arise from a number of factors e.g. beliefs/religion, ethnic identity (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 (Geography-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).