

YEAR5: Health and Wellbeing (Autumn 2)
Enquiry Question: Is peer pressure always a bad thing?

Related Units:

YEAR 4 – Health and Wellbeing (Autumn 2) – What impact does exercise have on our body?

Year 6 – Health and Wellbeing (Autumn 2) – What impact does parliament have on us?

Unit overview	Vocabulary	Knowledge, Skills and Concepts
National Curriculum Links: B1: how important friendships are in making us feel happy and secure, and how people choose and make friends. B2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. B3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. B4: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. B5: how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. C5: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority C6: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. C8: the importance of permission-seeking and giving in relationships with friends, peers and adults E8: where to get advice e.g. family, school and/or other sources. F7: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. F8: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. F9: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	• Fair/unfair • Excluded • Included • Misconceptions • Peer pressure • Assertive • Allergies	Lessons 7-12: • To explore the concept of fairness and how people decide what is fair and unfair • To explore how and why people are excluded • To explore the risks and effects of legal and illegal drugs • To challenge misconceptions about drug use • To know that there are a range of strategies to resist peer pressure

H1: the characteristics and mental and physical benefits of an active lifestyle. H2: the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. H3: the risks associated with an inactive lifestyle (including obesity). H4: how and when to seek support including which adults to speak to in school if they are worried about their health. I1: what constitutes a healthy diet (including understanding calories and other nutritional content). I2: the principles of planning and preparing a range of healthy meals. I3: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). J1: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking		
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Related Books/Resources	Whole School/Community Links	Assessment Opportunities
Updated Ealing PSHE SoW > Short Term Planning > Autumn > Year 5 - Suggested lesson slides - Suggested resources - Assessment opportunity resources Anti-Bullying Week (Lessons and Resources) http://www.anti-bullyingalliance.org.uk/	Collective Worship At beginning of unit, discuss what it means to set a goal and, through discussion, generate a brief list of whole class goals to display in classroom. Goals can be linked to school values/rules/dispositions or be more specific to year group. LEPS Links - MindUp - Zones of regulation - Worry boxes - School Council - Collective worship External Links and Themed Weeks Anti-Bullying Week (16/11 – 20/11/2020) - Student council elections - Visit to parliament - Visit from local councillor - Health Fair - Visit to a dentist/from a dentist	<u>Self-Assessment</u> Pupils to complete self-assessment sheet at beginning of Autumn Term and then at the end of Summer Term (in a different colour). Self-assessment sheets to be compiled by class teacher and handed over to next teacher as part of transition. <u>Assessment Opportunities</u> - Explain what compromise is and why this is important - Explain what an outsider is - Explain the difference between legal and illegal drugs - Give 3 ways in which you can resist peer pressure <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.

	• Visit from oral health promoter Parent, professional and community visitors to be discussed with member of PSHE Intent Team and SLT.	
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