

YEAR: YEAR 5 **Theme:** Living in the Wider World (Spring)

Purpose: To understand how to be an active, respectful and safe member of the community.

Related Units:

Year 4 – Living in the Wider World (Spring)

Unit overview	Vocabulary		Knowledge, Skills and Concepts
<u>Relationships</u> Our school's PSHE planning is ambitious for all pupils and is coherently planned and sequenced to ensure that pupils build on and gain new knowledge and skills as they progress through primary school. Our curriculum is broad and balanced to ensure that pupils leave primary schools with the knowledge and skills to keep themselves physically healthy, mentally healthy and safe. We also aim to equip our pupils with the knowledge, skills and attitudes they will need to be active, respectful and engaged citizens of modern Britain. Our PSHE curriculum has a wide range of child-centred activities to ensure the learning is enjoyable for pupils. The scheme of work is based on the learning descriptors laid out in the DfE's 'Statutory Relationships, Sex and Health Education guidance'. PSHE is taught as a discrete lesson once a week but also forms an integral part of the values and ethos of our school. The impact of our PSHE curriculum is also seen in the way pupils interact with others, the way in which they keep themselves mentally and physically healthy, the respect pupils have for other people and the way in which pupils can keep themselves and people around them safe.	New Vocabulary • Payslip • Deductions • Tax • Budgeting • Migration • Forced migration • Information sharing • Gender stereotypes • Confidence& self-belief • Assumptions • Mental health • Wellbeing • Refugee • Asylum	Previously Taught (Revise) • Charity • Fundraising • Saving • Emotions and feelings • Sharing	In this unit, pupils are learning: • To choose a charity to fundraise for and to plan a charity event • To hold and evaluate fundraising event • To understand deductions from payslips • To understand budgeting • To understand reasons for migration • To explore migration • To understand content which may be appropriate or inappropriate to share online • To identify appropriate people to turn to for help (Links to online safety/Safer Internet Day) • To know what mental health means and explore how we can take care of it • To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times • To understand gender stereotypes

Related Books/Resources	Whole School/Community Links	Assessment Opportunities
Updated Ealing PSHE SoW > Short Term Planning > Spring > Year 5 - Suggested lesson slides - Suggested resources - Assessment opportunity resources - Use BBC bitesize videos on mental health as additional activities https://www.youtube.com/bbcteach Safer Internet Day materials released annually online around 6-8 weeks before Safer Internet Day. https://www.saferinternetday.org/web/sid/home	LEPS Links - MindUp - Zones of regulation - Worry boxes <u>School Council</u> - Collective worship School Council Pupils in Years 1-6 are involved in fortnightly whole class meetings in which they discuss, collaborate and vote on initiatives related to the school as well as local/global charities to support. Safer Internet Day (Tuesday 9th February, 2021) - Lessons 7 and 8 - Also taught during Computing External Links and Themed Weeks - Fair Trade Fortnight - International Women's Day - NSPCC Speak out Stay Safe - Invite representative from a bank - Career visitors (challenging gender stereotypes) - Homeless charity - Collect for Ealing Foodbank Parent, professional and community visitors to be discussed with member of PSHE Intent Team and SLT.	<u>Assessment Opportunities</u> Lesson 1 (Baseline): Draw/write what you know about spending money, getting money etc. Lesson 6 (Summative): Revisit assessment from Lesson 1. Add new learning about money, in different colour. Lesson 7 (Baseline): How I can keep myself safe? Which people/places make you feel safe? Lesson 9 (Summative): Revisit assessment from Lesson 7. Add new learning about keeping safe, in different colour. Lesson 11 (Baseline): Thinking about stereotypes. Use a thought bubble to show ideas about #LikeAGirl. Lesson 12 (Summative): Revisit thought bubble from previous lesson and update to show new learning. Use different colour. <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.