

Year 5 PSHE Curriculum

Term 1 - Resilience

Lesson 1 (resilience) - Y4 lesson shows how resilience can benefit your life (learning, relationships, fun). Y5 lesson underlines the importance of developing a mindset of expecting challenges so that you are prepared for the tricky moments in life.

Lesson 2 (emotions) - Y4 lesson explains that emotions are not good or bad, they can all be helpful or unhelpful. Y5 lesson states that emotions are triggered by events and thoughts.

Lesson 3 (triggers and tornado zone) - Y4 lesson includes a recap of the Tornado Zone and then explores a range of different triggers. Y5 lesson recaps the Y3 lesson on managing the Tornado Zone and emphasises the consequences of not doing this through two stories.

Lesson 4 (the arena) - Y4 lesson identifies the barriers to the Arena and teaches strategies to manage them. Y5 explains how anxiety is triggered in everyone when facing the Arena.

Lesson 5 (road to success) - Y4 lesson shares the damage caused by the fear of failure and the steps to deal with these specific thought gremlins. Y5 lesson pinpoints the difference between those who hide from failure and those who embrace failure.

Lesson 6 (facing mistakes) - Y4 lesson shares the skills required to take responsibility for mistakes. Y5 lesson analyses thoughts that are triggered when a mistake is made. It goes through the three Escape Thoughts - hiding, blaming someone and making an excuse.

End Point

- I know how our emotions and thoughts are impacted by events
- I know how thoughts can build our resilience to failure or mistakes

Careers

- Trades: architect (design a building with builder and client)
- Social care: social worker (case studies)

New Knowledge Content

What will the pupils know at the end of this unit that they didn't know before?

Skill development

How they will show and apply their new knowledge

Vocabulary

1: Resilience

I will know how to identify a resilient action

- Resilience is the ability to successfully manage life's challenges
- It is important to accept that we will face challenges every day
- Acceptance of challenges will reduce the shock you feel when a challenge arrives
- We need to build resilience to have the skills to deal with those challenges
- Examples of challenges and resilient responses/reactions that lack resilience to these
 - gives up - enjoys life's challenges
 - gets angry easily - takes a deep breath
 - blames others - says sorry when they make a mistake

Being human: courage

mistakes, unkindness, resilience, resilient, lacks, reaction, Improve, statement

2: Emotions

Being human: curious

I will know that my behaviour is affected by my emotions ● An emotion is a strong feeling which appears often with a physical reaction ● You feel emotions because of what you see, hear, remember or do ● Emotions are different to thoughts - emotions are feelings (<i>e.g. worried, excited</i>) and thoughts are ideas or opinions produced by thinking ● Events can trigger both emotions and thoughts ● It is important to express your emotions (<i>e.g. talking, moving your body, creating, writing</i>)	emotions, express, anxious shame, excited, thoughts, triggered
3: Triggers and Tornado Zone I will know how to manage the Tornado Zone ● How we can tell when someone has fallen into the Tornado Zone (<i>e.g. tantrums, bossy, sulking, violent, unkind, aggressive</i>) ● We need to manage our anger to help us build resilience ○ 1. Recognise the Tornado Zone (<i>e.g. thought tornado, sweating, shaking, heart racing, heavy breathing, red face, tense shoulders</i>) ○ 2. Press pause and take a deep breath (deep breathing increases the supply of oxygen to your brain and stimulates the parasympathetic nervous system, which calms your body and calms your emotions) ○ 3. Walk away from the trigger ○ 4. Only act when you have returned to the Chill Zone ● Walking away is the correct option if you are in the Tornado Zone. Once you are in the Safe Zone you need to think about what you do next. You could ignore, speak to or report the person that did the wrong thing. There is not one rule because each situation is different. ● Two stories underline the harm of acting when you are in the Tornado Zone. ● Once you have returned to the Chill Zone you should either ignore, speak to or report the person that triggered you. There is not one rule because each situation is different.	Being human: enraged Tornado Zone, Pressure Zone Chill Zone, angry, deep breath, finally, trigger
4: The Arena I will know the impact of the Arena on my emotions. ● The Arena is the place where you find the courage to have a go. ● Examples of people getting in the Arena (<i>e.g. trying something new, putting your hand up, performing in front of others</i>) ● We all react to facing the Arena in different ways. We all have our areas where we do not feel confident. For example, some people may feel happy to sing on stage while others might find that impossible. ● Steps to help us into the Arena: ○ 1. catch the uncomfortable emotions ○ 2. press pause and breathe ○ 3. Reframe the gremlin (catch, check and change)	Being human: resentment Arena, courage, performing, anxiety, thought gremlin
5: Road to Success I will know how thoughts can make me more resilient to failure ● The word 'fail' can trigger a range of emotions (<i>e.g. sad, disappointed, angry</i>) ● Everybody experiences failure so we need to learn how to tackle it. ● Children identify and explain the Pit of Failure. ● Some people hide from failure and some people embrace failure - these attitudes towards failure affect their lives ● We can learn to embrace failure with a resilient attitude:	Being human: dread fail, fear of failure, bounce back, shame, practice, embrace failure

○ 1. recognise that failure is part of life ○ 2. you learn more from failure than success ○ 3. enjoy the challenge of improving ● Events which could trigger fear of failure (<i>e.g. doing something for the first time, performing in front of others, taking a test, going to a party where you don't know many people, etc</i>) and related thoughts of a resilient attitudes towards failure and thoughts of someone hiding from failure ● Children then think about they could next use today's learning in their lives.	
6: Facing Mistakes I will know what happens to my thoughts when I make a mistake ● Emotions we can feel when we make a mistake (<i>e.g. shame, sadness, fear, worry, regret</i>) and how these impact our thoughts ● We might have escape thoughts e.g.: ○ hiding - <i>e.g. if I say nothing, they won't notice</i> ○ blaming someone - <i>e.g. I'll say my brother did it</i> ○ making an excuse - <i>e.g. I could say that I tripped and fell into it</i> ● It is important to be honest and take responsibility for your mistakes: ○ taking responsibility = helps us to learn from our mistakes ○ taking responsibility = builds trust in our relationships ○ taking responsibility = stops us worrying about a mistake ● Taking responsibility for your mistakes is the wise thing to do but it can be hard ○ 1. recognise the emotion explosion (<i>regret, shame, sadness, fear, worry</i>) - these emotions can trigger escape thoughts ○ 2. press pause and take a deep breath (<i>this relaxes the body and gives you time to think before you act on one of the escape thoughts</i>) ○ 3. go and tell someone about the mistake and apologise to the person that you hurt (<i>e.g. I damaged the door. I am so sorry. I should have been more careful. Is there anything I can do to help fix it?</i>) ○ 4. think about how you could improve your actions next time (<i>e.g. next time, I will be more careful and will think before doing what my brother suggests</i>) ● Different events - consider possible excuses and escape thoughts and what you could say instead to take responsibility	Being human: overwhelmed mistake, apologise, shame, regret, taking responsibility, hide from the mistake, escape thoughts
End Point ● I know how our emotions and thoughts are impacted by events ● I know how thoughts can build our resilience to failure or mistakes Assessment ● PHSE Journals and class discussions	

Lesson 1 (families and people who care) - Y4 lesson recognises the different types of families including adopted parents and foster parents. Y5 lesson focuses on what makes a caring family and why caring families are important.

Lesson 2 (online relationships)- Y4 lesson explains why some people behave differently online (no teachers online, nobody will know it is me etc.). Y5 lesson builds the skills required for children to critically consider online friends through a story.

Lesson 3 (bullying) - Y4 lesson underlines the impact on the victims of bullying. Y5 lesson emphasises the skills required to manage a bully (press pause, assertive body language, smile and respond, report to a trusted adult).

Lesson 4 (collaboration) - Y4 lesson encourages the use of collaboration skills to design and create a board game. Y5 lesson encourages the use of collaboration skills to create a country profile.

Lesson 5 (stereotypes) - Y4 lesson examines the negative impact of stereotyping to the individual. Y5 lesson provides the skills required to make good decisions if you are the victim of stereotyping.

Lesson 6 (violence) - Y4 lesson highlights the physical and emotional impact of violence to its victims. Y5 lesson explains why violence is the wrong and weak choice.

End Point - I will know how to critically consider online relationships - I will know how to manage a bully and that violence is the wrong choice	Careers - Education: secondary teacher (teach small group, lead coaching conversations) - Healthcare: chiropractor (story - impact of the different roles within job)
New Knowledge Content What will the pupils know at the end of this unit that they didn't know before? Skill development How they will show and apply their new knowledge	Vocabulary
1. Families and People Who Care I will know the actions of someone in a caring family relationship. - A family is two or more people related by birth, marriage or adoption - There are many different types of families - single parent, families with adopted/fostered children, families headed by grandparents, same-sex parent family, step parents etc. - adoption is when a child from one family joins another family permanently - fostering is when a child from one family joins another family temporarily - Why caring family relationships are important - make you feel positive - make you feel confident - help you learn - make you feel safe - keep life interesting - Children are given a list of twenty behaviours - they have to decide the five most important for caring families. - It is ok to have different top 5s because we are all different.	<i>Being human: belong</i> Family - single parent, foster/adopted, grandparents, same-sex parent family
2. Online Relationships I will know how to critically consider online relationships. - You have to be careful with online relationships: - some people pretend to be someone else - Warning signs when you are speaking with someone online: - sent lots of messages - asked to keep conversations secret	<i>Being human: lonely</i> online relationship, stranger danger, cyberbullying, addiction, blackmail

○ asked information about location ○ asked uncomfortable questions ○ used guilt and blackmail ● What you can do if you receive warning sign messages ● Explore a story where a child is tricked by an adult online.	
3. Bullying I will know how to manage bullying behaviour ● Manage means to deal with successfully ● Bullying is: ○ upsetting ○ repeated ○ deliberate (on purpose) ○ power imbalance ● Violence always leads to bad outcomes ○ punishment ○ hurt someone ○ regret ● Managing bullying behaviour: ○ 1. Take a deep breath and pause before you act ○ 2. Use assertive body language - eye contact, head up, relaxed shoulders, straight back ○ 3. Smile and respond ○ 4. Report it to a trusted adult ● Reasons why people use bullying behaviour: ○ They were a victim of bullying behaviour themselves ○ Self-protection ○ Envy	<i>Being human: anguish</i> bullying, repetitive, physical, emotional, victim, upsetting, deliberate, assertive, cruel, manage
4. Collaboration I will know how to apply collaboration skills to complete a group task. ● Collaboration is when people work together to complete a task: ○ be positive ○ communicate about the task (plan together) ○ support and listen to others ○ avoid acting in the Tornado Zone ● Children apply the collaboration skills to a task where they use the resources available to create a country profile	<i>Being human: invisible</i> collaboration, sharing, support, listening, positive, communicate
5. Stereotyping I will know how to deal with stereotyping behaviour ● A stereotype is a judgement about someone because of how they look ● How to deal with stereotyping behaviour: ○ Understand that this could lead you to the Tornado Zone and breathe ○ Don't act immediately - remember that the only thing that you can control are your own actions ○ If it is clearly wrong or happening repeatedly, address it with the person or an authority figure. After that, move on.	<i>Being human: dehumanised</i> stereotype, judgement, judging, equal rights, racism, gender

6. Violence I will know that violence is the wrong choice ● Violence is an action that hurts or damages someone or something ● “Violence is the weapon of the weak, nonviolence that of the strong.” ● Causes of violence: ○ not having the skills or wisdom to handle the challenges that happen in their life ○ they think violence is the best way to solve a problem ○ they are exposed to violence in their lives ● The impact of violence on the victim: ○ physical impact (e.g. cut, broken bone) ○ emotional impact (e.g. anxiety, avoiding things) ● What you should do if you see violence? (NSPCC / Childline / Trusted adult)	<i>Being human: betrayal</i> violent, physical impact, Tornado Zone, challenges, causes, emotional impact, spitting, Childline
End Point ● I will know how to critically consider online relationships ● I will know how to manage a bully and that violence is the wrong choice Assessment ● PHSE Journals and class discussions	

Term 3 - Mental Wellbeing

Lesson 1 (expressing yourself) - Y4 lesson explains the impact of bottling up emotions. Y5 lesson highlights the reasons why people don't express their emotions (nobody will listen, weakness etc.).

Lesson 2 (thought gremlins) - Y4 lesson informs children on how to tackle thought gremlins. Y5 lesson emphasises the harm caused by comparing yourself to others.

Lesson 3 (values) - Y4 lesson challenges children to write down examples of key values to live by. Y5 lesson encourages children to think about the values they would look for in a friend.

Lesson 4 (gratitude) - Y4 lesson states how the use of gratitude can boost wellbeing. Y5 uses the story of Malala to illustrate how you can use gratitude to change your viewpoint.

Lesson 5 (challenges) - Y4 lesson examines the difference between embracing a challenge and a victim mentality. Y5 lesson explains why asking for help is a strength.

Lesson 6 - (circle of kindness) Y4 lesson focuses on how kindness can be applied in many times/areas in school. Y5 lesson explores actions that go against the Circle of Kindness.

End Point ● I know the importance of being open about challenges ● I know the dangers of comparing myself to others ● I know the values to look for in a friend ● I know how to use gratitude to change my viewpoint ● I know how to ask for help when facing life's challenges ● I know a range of healthy habits	Careers ● Social care: MP (making a short speech and then debating a bill) ● Business & finance: financial adviser (identify the reasons people get into debt from scenarios provided)
New Knowledge Content What will the pupils know at the end of this unit that they didn't know before? Skill development How they will show and apply their new knowledge	Vocabulary

<u>1. Expressing Yourself</u> <u>I will know the importance of being open about challenges</u> • What is the best thing to do is when a life challenge makes you feel sad or angry? • It is important to express yourself to reduce the size of the worry bubbles and to help process what is happening. Talking to someone also helps to build trust in that relationship. • Some people hide away because they are worried that nobody will listen or that they will appear weak • Who the right person is to talk to and why • How to start the conversation • There are many ways to express yourself: talking, creating, writing, moving your body.	<i>Being human: vulnerable</i> sad, nervous, express, challenges, emotions favourite
<u>2. Thought gremlins (worrying thoughts)</u> <u>I will know the dangers of comparing myself to others</u> • What a thought gremlin is • Story about Jessica who compares herself to others the whole time. • Why is comparing yourself to others damaging? ◦ makes us feel shame/not good enough ◦ makes us forget to be thankful for what we have ◦ makes us forget that everyone faces challenges and they help us grow • The internet and social media can make the comparison thought gremlin louder	<i>Being human: insecure</i> thoughts, gremlins, scary,
<u>3. Values</u> <u>I will know the values to look for in a friend</u> • A value is a type of behaviour we would like to show • “You become the five people you spend most time with. Choose carefully.” Children explain this quote • Having shared values is an important part of a healthy relationship. • Explore a range of values • Children select the five most important values to them • Putting boundaries down is important if you have a friend who has different values to you	<i>Being human: calm</i> independent, reliable, determined, generous respectful, kind, brave, confident, resilient patient
<u>4. Gratitude</u> <u>I will know how to use gratitude to change my viewpoint</u> • Gratitude is being thankful for the things that we have. • Things to be thankful for - NHS, shelter and an opportunity to learn. • Case study on Malala to highlight the gratitude we should feel for education. • Children then complete a task where they have to use gratitude to change their viewpoint. • Being thankful helps to focus on the things we have got rather than worrying about all of the things that we do not have.	<i>Being human: grateful</i> gratitude, thankful, positive, relationships, negative,
<u>5. Challenges</u> <u>I will know how to ask for help when facing life's challenges</u> • A challenge is something new and difficult, which requires effort and determination • Children identify the challenges and then list the being human words that might be triggered by each challenge • Story about Will who refuses to ask anything for help • Children then to present ideas about why sometimes it is important to ask for help	<i>Being human: tense</i> mistakes, changes, challenges, roller coaster, ups and downs

- Reasons why it is good to ask for help - gives you the chance to improve at something - builds openness required to form positive relationships - eases uncomfortable emotions and boosts wellbeing - Some people do not ask for help because they are worried that they will get laughed at.	
6. Circle of Kindness I will know the reasons behind actions that go against the Circle of Kindness - The Circle of Kindness is the community we all build to make us feel safe and happy at school. - Violence, stereotyping, excluding someone, acting in the Tornado Zone, hiding from mistakes are all examples of actions that go against the Circle of Kindness. - Envy, peer pressure, not feeling good enough and fearing difference are all examples of why people act unkindly. - Pressing pause, active listening, asserting boundaries and reporting to a trusted adult are all strategies we can use when an action goes against the Circle of Kindness	<i>Being human: tranquil</i> Community, stereotyping, excluding, envy, peer pressure, asserting, boundaries
End Point I know the importance of being open about challenges I know the dangers of comparing myself to others I know the values to look for in a friend I know how to use gratitude to change my viewpoint I know how to ask for help when facing life's challenges I know the reasons behind unkind actions Assessment - PHSE Journals and class discussions	

Term 4 - Health Education

Lesson 1 (sleep) - Y4 lesson shows the impact of tiredness on our thoughts. It also examines strategies to help you make good decisions when you are tired. Y5 unpicks those things in life that stop people getting enough sleep.

Lesson 2 (healthy eating) - Y4 lesson examines what consists of a balanced diet. Y5 lesson highlights the dangers of an unbalanced diet.

Lesson 3 (exercise) - Y4 lesson stresses the importance of stretching and gives children a range of stretches they can do. Y5 lesson emphasises how exercise adds to self-confidence and well-being.

Lesson 4 (harmful habits) - Y4 lesson focuses on the dangers of smoking. Y5 lesson underlines the health risks associated with alcohol.

Lesson 5 (internet safety) - Y4 lesson explains why children should comply with age restrictions. Y5 lesson poses the question about whether social media and the internet is a positive or negative thing. The debate elicits the negative things and the children then devise on dealing with the negatives.

Lesson 6 (keeping safe) - Y4 lesson defines an emergency and states how to respond to an emergency. Y5 lesson recaps learning in Y4 and provides a range of scenarios where there is risk. The children then work out how to manage that risk.

End Point I know the dangers of not getting enough sleep	Careers Creative: interior designer (create a mood board from Sharday's requests for her bedroom)
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● I know the positives and negatives of the internet and social media ● I know how to manage risk in different situations	● Law & legal: forensic scientist (identifying evidence from a crime scene)
New Knowledge Content What will the pupils know at the end of this unit that they didn't know before? Skill development How they will show and apply their new knowledge	Vocabulary
1: Sleep I will know how to manage the sleep stoppers ● Identify how much sleep you need ● Lack of sleep leads to us being more sensitive than normal, greater chance of getting sick, obesity, challenges with focus ● There are four sleep stoppers: screens, thought gremlins (worries), food and drink before bed, lack of exercise ● "I don't care about sleep. I would much prefer to spend the night on the iPad." What would you say to this person?	<i>Being human: play</i> sleep stoppers, focus, screens, sensitive, fresh, trigger, obesity
2. Healthy Eating I will know the dangers of an unbalanced diet ● Obese describes a person who is overweight ● Obesity is a common problem in the UK. It affects around one in every four adults ● Causes of obesity: ○ Lack of exercise ○ Poor diet/calories ● A calorie measures how many units of energy is in food. Discussion of how many calories a donut has in comparison to peas, carrots etc ● Dangers of obesity: ○ low confidence ○ breathlessness ○ back pain ○ high blood pressure ● Plaque builds up in arteries which results in poor blood flow	<i>Being human: empowered</i> obesity, sugars, portions, calories, consuming, fats, aerobic, diet, balance
3. Exercise I will know the impact of exercise on our well-being. ● Case study - Rosie struggled with her mental health until she started to exercise. It helped her mood and also helped her to sleep ● The different types of exercise - stretching, strength and running ● Exercise is beneficial because: ○ improves sleep ○ helps to relax ○ healthy heart ○ builds strong bones and muscles ○ provides more energy	<i>Being human: perfectionism</i> body image, endorphins, mindset, attitude, posture, chemicals, well-being

○ helps maintain healthy body weight ● How does exercise boost someone's confidence? ● Children then use the resources available to create an information sheet on why exercise is important	
<u>4: Harmful Habits</u> I will know the health risks of alcohol ● Alcohol is a drug found in some drinks ● It is against the law to drink alcohol until you are 18 years old ● It is your liver's job to break alcohol down. If you drink more that your liver can process then you get drunk ● Why do underage people choose to drink alcohol? Peer pressure illustrated by Janet's case study ● Why is misuse of alcohol harmful? ○ Accidents ○ Vomiting ○ Vulnerable ○ Bad decisions ● Underage drinking is dangerous because it is against the law, young bodies are unable to take much alcohol and the young brain is still developing	<i>Being human: bittersweet</i> alcohol, chemicals, underage, misuse, liver, poisoning, drunk
<u>5: Internet Safety</u> I will know the positives and negatives of the internet and social media ● Social media is when websites and applications use the internet to allow people to communicate. ● Children get into pairs and with the information provided need to make an argument as to why the internet is a positive or negative thing. ● Why the internet is a good thing: ○ Fun ○ Learn new things ○ Contact people all over the world ● The dangers of the internet: ○ Inappropriate images ○ Inappropriate videos ○ Inappropriate comments ○ stranger danger ○ photoshopping ○ addiction ● How I can protect myself from the dangers of the internet?	<i>Being human: shame</i> social media, applications, information, addiction, websites, communication, hacked
<u>6: Keeping Safe</u> I will know how to manage risk in different situations ● Risk is something or someone that may cause loss or injury ● Can you think of any examples of risk? ● Children are given numerous scenarios. Their task is to identify the risk and then explain how that risk could be managed. ○ dares ○ strangers on the internet	<i>Being human: grief</i> risk, manage, accidents, red mist, situations, emergencies, paramedic

- children playing close to a busy road
- boiling hot days
- dangerous pills
- sharp objects
- a slippery floor
- Call 999 in an emergency
- Nobody can always avoid emergencies

End Point

- I know why sleep, exercise, fruit and vegetables are good for me
- I know how to stay safe on the internet and at home

Assessment

- PHSE Journals and class discussions

Term 5 - Caring Friendships

Lesson 1 (friendships) - Y4 lesson explains how to apply boundaries to relationships. Y5 lesson pinpoints the actions of someone who is a thoughtful friend.

Lesson 2 (empathy) - Y4 lesson highlights how people respond to events in different ways. Y5 lesson provides opportunities for children to build their skills of empathy.

Lesson 3 (reporting) - Y4 lesson gets children to decide which response option to select when someone makes a bad choice (report, talk to a friend, ignore). Y5 lesson underlines the type of incidents that require reporting.

Lesson 4 (honesty) - Y4 lesson examines why people cheat and the consequences of not playing fairly. Y5 lesson explains how being honest - even if it leads to difficult conversations - helps to build trust in friendships.

Lesson 5 (peer pressure) - Y4 lesson unpicks why our thoughts can be influenced in response to peer pressure. Y5 lesson pinpoints the steps that can be used to manage peer pressure.

Lesson 6 (conflict) - Y4 lesson states the differences between calm and stormy conflict and provides ways of responding with calm conflict. Y5 lesson gives children the skills needed to participate in calm conflict.

End Point

- I know how to be a thoughtful friend and act with empathy
- I know why peer pressure is harmful and how to start a challenging conversation

Careers

- Business & finance: sales manager (analyse the performance of sales team and then coach those who need sales support)
- Environment: archaeologist (create a report on a recently discovered ancient city that includes 3d artefacts)

New Knowledge Content

What will the pupils know at the end of this unit that they didn't know before?

Skill development

How they will show and apply their new knowledge

Vocabulary**1. Friendships**

Being human: nostalgia

I will know how to be a thoughtful friend - What makes a thoughtful friend? - active listening - showing gratitude - showing empathy - doing fun things together - Children write down the action of a thoughtful friend and unthoughtful friend for a range of scenarios. - Discussion of what to do if a friend is always unthoughtful.	thoughtful, gratitude, active listening, friendship, boundaries, unthoughtful, empathy, distractions
2. Empathy I will know how to build my skills of empathy - Empathy is knowing how someone else is feeling. - Steps to empathy - recognising facial expressions - putting yourself in another's shoes - acting with empathy - Acting with empathy can be challenging - someone's actions can push you into the Tornado Zone - Showing empathy is one of the key ingredients for healthy friendships	<i>Being human: freudenfreude</i> empathy, emotions, confident facial expressions, furious, Tornado Zone
3. Reporting I will know how to report someone - Reporting is when you share information about someone, which could lead to a consequence - Explore the misconception about snitching - There comes a time when you have to stand up for what is right - bullying - racism - violence - Deciding whether to report someone. - have they broken a rule? - have they caused direct harm? - Children then use the criteria to decide whether they will report each scenario	<i>Being human: boundaries</i> report, British values, physical, direct harm, emotional, bullying, justify
4. Honesty I will know how to deliver the truth with empathy - Recap on empathy - empathy is the ability to understand how someone else is feeling - Steps to tell the truth with empathy - do not act on your first thought - start with a positive comment - deliver the truth sensitively - Reasons to be honest with your friends - builds trust - you can be open with that person	<i>Being human: trust</i> honest, lying, empathy, positive, dishonest, trust, pause, share

○ you feel safe with that person	
5. Peer Pressure I will know why peer pressure can be harmful ● Peer pressure is when people your age try to make you act in a certain way. ● Discussion/case study based on what 'cool' means to you. ○ rich ○ kind ○ popular ○ resilient ● Steps when you feel peer pressure ○ recognise the peer pressure gremlin and breathe (space) ○ identify the right action ○ calmly and kindly hold that boundary ● Analyse the quote: "Don't change yourself so other people will love you. Be yourself so that the right people will love you."	<i>Being human: fitting in</i> peer pressure, boundary, worried, cool, trapped, regret
6. Conflict I will know how to start a difficult conversation ● Challenging conversation is communication that might lead to conflict ● Events that would push you to start a challenging conversation ○ unfairness ○ difference of opinion ○ bullying ○ intolerance (racism, sexism etc) ● Reasons to honest/authentic communication ○ helps that person ○ builds trust ● Ways to start difficult conversations ○ Positive opening sentence ○ Explain what was good ○ Explain what could be improved	<i>Being human: defensive</i> conflict, humiliation, Tornado Zone, difficult conversations, disagreement, checklist
End Point ● I know how to be a thoughtful friend and act with empathy ● I know why peer pressure is harmful and how to start a challenging conversation Assessment ● PHSE Journals and class discussions	

Term 6 - Wider World

Lesson 1 (tolerance) - Y4 lesson highlights the benefits of living in a diverse area. Y5 lesson explains how intolerance is harmful.

Lesson 2 (care for community) - Y4 lesson explains the impact of living in an uncaring community. Y5 lesson illustrates how the government uses tax money to care for the community.

Lesson 3 (work) - Y4 lesson shows what happens at a job interview. Y5 lesson gives children the chance to write what is required for a range of occupations.

Lesson 4 (money) - Y4 lesson shows the risks associated with money (money stolen, lending money etc.). Y5 lesson provides the opportunity to manage a budget to organise the King's birthday celebrations.

Lesson 5 (winning and losing) - Y4 lesson is a rock, paper, scissors tournament where children examine their emotions and thoughts when they win or lose. Y5 lesson emphasises the importance and explains how to learn from losing.

Lesson 6 (change) - Y4 lesson encourages children to describe a resilient response to change. Y5 lesson identifies that it is important to know our attitude to change before we make big decisions.

End Point - I know the dangers of intolerance - I know how the government cares for the community - I know how to learn from losing	Careers - Animal care: RSPCA inspector (identify the correct RSPCA response from the scenarios provided) - Social care: religious leader (research the roles of a religious leaders)
New Knowledge Content What will the pupils know at the end of this unit that they didn't know before? Skill development How they will show and apply their new knowledge	Vocabulary
1. Tolerance I will know the dangers of intolerance - People in school are diverse in many ways - religion - nationality - beliefs - likes/dislikes - Tolerance is important for many reasons - Everybody deserves respect - There is not one way of doing something - Our differences help us learn and make life interesting - Building tolerance - we can be surprised when we see something different - remind yourself that there is not one way of doing something - listen carefully - avoid judging	<i>Being human: compassion</i> compassion, diversity, appreciating, Tornado Zone, vegan, tolerance, suspicious, reaction
2. Caring for Community I will know how the government cares for the community - Community is a group of people living and working together in the same area. - Difference between gross pay and net pay - Government pays tax on a range of things: - travel - welfare	<i>Being human: connection</i> welfare, tax, pensions, community, defence, education, government

○ pensions ○ defence ○ health ○ safety ○ education ● Children are given one of the services and have to argue why it is the most important ● Make the connection between tax and caring for the community	
3. Work I will know the skills needed for a range of occupations ● An occupation is a job or a profession ● Children write a list of occupations ● Four step process to getting a job ○ find a job ○ send in application ○ job interview ○ the decision ● Analyse three professions and list job requirements for each role	<i>Being human: inspired</i> job requirements, lawyer, interview, occupation, communicator
4. Money I will know how to apply collaboration skills to manage a budget ● Discuss and define the word budget ● Explain that the children will be planning a celebration for the king's birthday ● Success criteria for the task: ○ collaboration skills ○ thoughtful spending ○ spotting value for money (bargains) ● Children rate themselves out of 5 for each element of the success criteria	<i>Being human: envy</i> envy, money, security, value for money, budget, entertainment, collaboration
5. Winning and Losing I will know how to learn from losing ● Excuses are a barrier to improving performance because they stop you thinking about what you could learn ● Unpick the following quote: "A successful person never loses. They either win or learn." ● What are the other barriers to learning from losing? ○ falling into the Tornado Zone ○ excuses ○ pretending not to care ● What are the steps to help you learn from losing? ○ give yourself space - breathe ○ accept the defeat ○ think about improvements ○ practice	<i>Being human: humble</i> winning, excuses, successful, tournament, barrier, Tornado Zone
6. Change I will know the different ways that change can impact your life	<i>Being human: ecstatic</i>

- Examples of change
 - new school
 - moving house
 - change to the family
- Melody and Kai experience different levels of change. How does that change impact their lives?
 - stability
 - excitement
 - learning
 - relationships
 - resilience
- There are good and bad things about a life of change. The key is to get a balance and find out what suits you best.

change, local, experiences, stressful, global, stability, resilience

End Point

- I know the dangers of intolerance
- I know how the government cares for the community
- I know how to learn from losing

Assessment

- PHSE Journals and class discussions