

KFJS
PSHE Curriculum Map

In each learning journey children will: develop self-confidence and empathy; show consideration for other people's feelings and learn how to stay safe.

Year 5

Unit	Relationships		Living in the Wider World		Health and wellbeing	
	Families and Friendships	Respecting Each Other (including bullying)	Rights and Responsibilities	Belonging	Staying Safe and Healthy	Growing and Changing
Key Question	What makes a healthy relationship?	How do people resolve conflict?	Why are rules and laws necessary?	What is the importance of being part of a community?	What does 'staying safe' look like?	What changes occur during puberty?
Essential understanding	To recognise that healthy friendships make people feel included; recognise when others feel lonely or excluded; strategies for how to help them.	To understand how to recognise bullying and abuse in all its forms, including prejudice-based bullying both in person, online and through social media.	To understand and identify the special people who work in our community and who are responsible for looking after them. To know how to contact these people when they need help, including dialling 999 and the danger of hoax calls.	To understand how information is shared and used online and to understand how information on the internet is ranked, selected and targeted at specific individuals and groups.	To know some strategies for keeping physically and emotionally safe, including rail, water and fire.	To understand the physical and emotional changes that happen during puberty and the importance of personal hygiene.
Objectives	To recognise that healthy friendships make people feel included; recognise when others feel lonely or excluded; strategies for how to include them	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and	To understand the importance of UNICEF rights of the child. To know that these are universal rights and are there to protect everyone.	To identify the different groups that make up their community and what living in a community means. To value the contributions different groups	To know school rules about health and safety and know some basic first aid. To recognise that they might experience conflicting emotions and when they might	To identify the emotional and physical changes that happen during puberty. To identify the male and female changes that happen during puberty and how

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	<p>To recognise how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>To recognise and respect that there are different types of family structure (including single parents, same sex parents, step-parents, blended families, foster families); that families of all types can give family members love, security and stability.</p> <p>To recognise other characteristics of healthy family life, including commitment,</p>	<p>support to benefit others as well as themselves.</p> <p>To know that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability</p> <p>To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</p>	<p>To learn why and how rules and laws are made.</p> <p>To know different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To understand and identify the special people who work in the community and who are responsible for looking after them.</p> <p>How people contact those people when they need help, including calling 999 and dangers of hoax calls.</p> <p>To understand how people make spending decisions based on priorities, needs and wants.</p>	<p>make to the community.</p> <p>To know how some information is shared and used online, including for commercial purposes.</p> <p>To know how information on the Internet is ranked, selected and targeted at specific individuals and groups.</p> <p>To understand what might influence people’s decisions about a job or career (e.g. personal interests, family connections, wage).</p> <p>To identify the skills</p>	<p>need to listen to or overcome these.</p> <p>To learn strategies for keeping physically and emotionally safe including fire safety.</p>	<p>puberty affects the reproductive organs.</p> <p>To explore the effect puberty has on the body and understand the importance of hygiene.</p>

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	care, spending time together; being there for each other in times of difficulty.	How to recognise bullying and abuse in all its forms including prejudice -based bullying both in person, online and through social media	To understand different ways to keep track of money saving and spending.	needed for different jobs.		
Skills	Broaden vocabulary for different feelings and emotions Respond appropriately to the feelings, choices and emotions of others					
Assessment	Through class discussion; use of pictures/clips/scenario cards; through observation	Through discussion and role play	Through discussion and role play	Through discussion and given scenarios	Through discussion and role play scenarios	Through discussion and sequencing/labelling activities
WTS	With support, children are able to recognise when others feel included/excluded and with support, can think of ways to include others	Children are able to recognise some types of bullying	Children are able to identify special people in our community and with support, can role play what to do in an emergency	Children are able to identify some ways information is shared and used with support	With support, children are able to identify some strategies for staying physically, emotionally safe, including identifying risks or hazards	Children are able to identify some physical and emotional changes that happen during puberty
EXS	Children are able to recognise when others	Children are able to recognise different	Children are able to explain people's	Children are able to identify how	Children are able to identify strategies for	Children are able to identify the physical

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	feel included/excluded and can think of ways to include others	types of bullying and can make suggestions as to what to do in a situation that involves bullying	responsibilities and who to seek help from. Children are able to role play what to do in event of an emergency and can recognise when they would need to call 999	information is shared and used and understand how information on the internet is ranked and selected	staying physically, emotionally safe, including identifying risks or hazards	and emotional changes that happen during puberty and why they happen.
GDS	Children are able to identify strategies for how to make people feel included and are able to put them into practice	Children are able to explain what bullying is in all forms and know what to do in a situation that involves bullying	Children are able to explain people's responsibilities and who to seek help from. Children are able to role play what to do in event of an emergency and know how to call 999	Children are able to explain how information is shared and used and explain how information on the internet is ranked, selected and targeted at individuals and groups	Children are able to explain the importance of using strategies for staying physically, emotionally safe, including identifying risks or hazards	Children are able to identify the physical and emotional changes that happen during puberty and why they happen. Children are able to explain the importance of hygiene