

Year Group	Subject	Half-term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	PSHE	Unit of learning	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
		Unit content	What are my goals for the year ahead? What are my rights and responsibilities as a British citizen? What are my rights as a school citizen? What are our class rules? What are my rights and responsibilities?	Why do some cultural differences cause conflict? What is racism? When is rumour-spreading and name-calling bullying? Does money matter - how is my life different to those in other parts of the world?	What is my dream future? What work could I do to fund it? How is this different for young people living in other parts of the world? What can we do to support them to achieve their dreams and goals?	How do tobacco and alcohol affect my major organs? What would I do in a medical emergency? How do I feel about my body? How does the media influence body image?	How would I describe myself in terms of my characteristics and personal qualities? What does it mean if I'm attracted to someone? How can I manage when I fall out with my friends? How can I stay safe when I use technology to communicate with my friends?	What is my self-image, and how does my body image fit with this? What am I looking forward to in Year 6.
		Knowledge	Know how to express my fears and worries about the future Know I am welcome and valued and know how to make others feel the same Know that there are universal rights for all children Know my rights and responsibilities	Know there are different perceptions about what normal means Know having a disability could affect someone's life Know some of the examples of people with disabilities who lead amazing lives Know some of the reasons why people use bullying behaviours Know there are ways in which difference can be source of conflict and a cause for celebration	Know my goals Know what learning steps I need to take to reach my goal and how to motivate myself to work on these Know how to work with others to make the world a better place Know I have to work hard to achieve my own dreams and goals	Know the impact of food on the body Know different types of drugs and their uses Know and can put into practice basic emergency aid procedures Know what it means to be emotionally well and can explore people's attitudes towards mental health/illness Know when I feel stressed and the triggers that cause this Know how stress can cause alcohol misuse	Know my family and the most significant people to be in my life so far Know some of the feelings we can have when someone dies or leaves Know that there are different stages of grief and that there are different types of loss that cause people to grieve Know when people are trying to gain power or control Know how to use technology positively and safely to communicate with my friends and family	Know to be aware of my own self image and how my body image fits into that Know how bodies change during puberty Know what I am looking forward to and what worries me about the transition to secondary school

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		Vocabulary	education, appreciation, opportunities, goals, motivation, vision, hopes, challenge, rights, British, citizen, denied, empathise, wealth, poverty, responsibilities, prejudice, rewards, consequences, choices, cooperation, collaboration	culture, conflict, difference, similarity, belong, racism, colour, race, discrimination, bullying, rumour, name-calling, homophobic, cyber bullying, texting, problem-solving, happiness	dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, team work, cooperation, difference	choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, emergency, procedure, recovery position, calm, level-headed, body image, media, celebrity, altered, self-respect, eating problem, respect, healthy lifestyle, motivation	characteristics, personal qualities, attributes, self-esteem, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, body language, couple, feelings, emotions, positive, negative, jealousy, body language, compromise, safe, technology, communicate, pressures, resist, risk, harm, identity, personal information, safe, choice, technology, communicate, pressure, risk, harm, vulnerable	body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, uterus, womb, oestrogen, Fallopian tube, cervix, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights

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		<i>Progression standards</i>	Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others as well as themselves Understand that everyone has human rights - all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child Learn that there are different kinds of responsibilities, rights and duties at home, at school and in the community Appreciate the range of national, regional, religious, and ethnic identities in the UK Think about the lives of people living in other places, and people with different values and customs	Recognise that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help Understand that everyone has human rights - all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child Learn that there are different kinds of responsibilities, rights and duties at home, at school and in the community Appreciate the range of national, regional, religious, and ethnic identities in the UK Think about the lives of people living in other places, and people with different values and customs	Recognise that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability Understand that everyone has human rights - all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child Learn that there are different kinds of responsibilities, rights and duties at home, at school and in the community Appreciate the range of national, regional, religious, and ethnic identities in the UK Think about the lives of people living in other places, and people with different values and customs Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions Recognise how images in the media do not always reflect reality and can affect how people feel about themselves Learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact Develop strategies for keeping physically and emotionally safe - including safety in the environment and online safety Recognise that increasing independence brings increased responsibility to keep themselves and others safe Learn what is meant by the term 'habit' and why habits can be hard to change Understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret Recognise and manage dares Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these Recognise that their actions affect themselves and others Judge what kind of physical contact is acceptable / unacceptable and how to respond	Extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions Understand how their bodies change as they approach and move through puberty Develop strategies for keeping physically and emotionally safe - including safety in the environment and online safety Recognise that increasing independence brings increased responsibility to keep themselves and others safe Judge what kind of physical contact is acceptable / unacceptable and how to respond Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others as well as themselves	Understand how their bodies change as they approach and move through puberty Recognise how images in the media do not always reflect reality and can affect how people feel about themselves Learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact Develop strategies for keeping physically and emotionally safe - including safety in the environment and online safety Recognise that increasing independence brings increased responsibility to keep themselves and others safe