

Term / Key Question	Themes	Objective s/Skills	Links to Online Safety Units (NOS)	Safeguarding themes	In this unit of work, pupils will learn:	Resources (Quality Assured by the PSHE Association)
<p>Autumn 1</p> <p>What makes up our identify?</p> <p>Integrity</p> <p>Respect and Responsibility</p>	<p>Health and wellbeing (1)</p> <p>Gender, own identities and that of others, stereotypes</p>	<p>Recognise similarities and differences between people, and the importance of respecting differences</p> <p>Identify that a range of factors that contribute to identity, including gender and ethnicity</p> <p>Identify stereotypes and how to challenge them</p>	<p>NA</p>	<p>Gender identity</p> <p>Bullying</p> <p>Challenging racism</p>	<p>how to recognise and respect similarities and differences between people and what they have in common with others</p> <p>how there is diversity in family relationships</p> <ul style="list-style-type: none"> • that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) <ul style="list-style-type: none"> • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	<p>PSHE Association – Addressing extremism, inclusion and belonging (Lesson 3)</p>

					<p>The meaning of gender and sexuality</p> <p>Describe what gender stereotypes are and how they influence us</p> <p>Suggest ways to stop bullying</p> <p>Know how to get help for themselves or others</p>	<p>Metro Charity, KS2 – Gender</p>
<p>Autumn 2</p> <p>How will we grow and change?</p>	<p>Health and Well-being (2)</p> <p>Growing and changing; puberty</p> <p>Links: Time travellers topic</p>	<p>Explain how bodies change during puberty, including the importance of personal hygiene</p> <p>Discuss the reproductive system and explain how babies are conceived</p>	<p>NA</p>	<p>Personal hygiene</p>	<p>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"> • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made (ADD) <p>Recognise their early warning signs and how to respond if they are feeling uncomfortable. (Protective Behaviours)</p>	<p>Time Travellers topic lessons (ensure aspects of this plan is also included)</p>

<p>Spring 1</p> <p>How can we help in an accident or an emergency ?</p>	<p>Health and wellbeing (3)</p> <p>Basic first aid, accidents, dealing with emergencies</p>	<p>Explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from and adult or emergency services.</p>			<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and • providing clear information about what has happened to an adult or the emergency services 	<p>St John's Ambulance First Aid Lesson Plans (KS2)</p> <p>KS2 Asthma</p> <p>KS2 Bleeding</p> <p>KS2 Choking</p> <p>KS2 Allergies</p> <p>KS2 Calling for help</p> <p>KS2 Basic Life Support</p> <p>https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</p>
<p>Spring 2</p> <p>How can friends communicate safely?</p> <p>Respect and Responsibility Integrity</p>	<p>Relationships & Anti-Bullying (1)</p> <p>Friendships; relationships; becoming independent; online safety</p>	<p>Identify differences between online and offline relationships</p> <p>Identify what information is safe and appropriate to share online</p>	<p>Online Relationships KS2 NOS</p>	<p>Online safety</p>	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe 	<p>Online Relationships – National Online Safety Unit (access through National Online Safety account) covers some of this content.</p>

		<p>Identify how to seek help if a friendship is worrying them</p>			<ul style="list-style-type: none"> • about the types of content (including images) that is safe to share online; • ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	
<p>Summer 1 / 2</p> <p>What jobs would we like?</p> <p>Aspirations</p>	<p>Living in the wider world (1)</p> <p>Different types of job, choosing a career</p>	<p>Know that different jobs require different skills, qualifications and interests</p> <p>Begin to identify their own interests and aspirations for their own career</p>	<p>NA</p>		<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do 	

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					<ul style="list-style-type: none">• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions	
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