

# Year 5 – PSHCE Curriculum Planning Matrix

Focus: Healthy Lifestyles

Intended Outcomes: To develop knowledge, skills and attitudes around alcohol use/misuse



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
<b>Alcohol</b>	<ul style="list-style-type: none"> <li>Assessment of attitudes and values around alcohol</li> <li>Write down and classify all the drinks they know into alcoholic &amp; non alcoholic</li> <li>Discuss long/short term effects of drinking</li> <li>Discuss why people choose to drink/choose not to drink? Including cultural and religious reasons</li> <li>Explore attitudes around alcohol</li> <li>State the facts about alcohol</li> <li>Making non alcoholic drinks</li> <li>Look at media advertising – pupils design posters or act out own adverts</li> <li>Create scenarios: resisting peer pressure around alcohol</li> <li>Discuss “recommended alcohol allowance.” What is a unit? How do we measure units?</li> <li>Compose raps, poems, and songs about the dangers of alcohol and perform</li> </ul>	<ul style="list-style-type: none"> <li>To increase pupils’ awareness of alcohol in society</li> <li>To distinguish between alcoholic and non alcoholic drinks</li> <li>To enable pupils to know that alcohol is a drug and that it will affect the brain and body.</li> <li>To enable pupils to understand the effects of long term &amp; short term drinking of alcohol on the body.</li> <li>To understand why do people choose to drink/not to drink alcohol?</li> <li>To make pupils aware of the influence of the media on values and attitudes.</li> </ul>	<p>1a) To talk and write about their opinions and explain their views, on issues that effect themselves and society.</p> <p>1c) To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>2a) To research discuss and debate topical issues, problems and events.</p> <p>2c) To realise the consequences of anti social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>2e) To reflect on spiritual, moral, social and cultural issues using imagination to understand other people’s experiences.</p> <p>2f) To resolve differences by looking at alternatives making decisions and explaining choices.</p> <p>2k) To explore how the media present information.</p> <p>3a) What makes a healthy lifestyle, including the benefits of exercise and healthy eating what affects mental health and how to make informed choices.</p> <p>3d) Which commonly available substances and drugs are legal and illegal their effects and risks.</p> <p>3e) To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>3f) That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>4a) That their actions affect themselves and others to care about other peoples’ feelings and to try to see things from their points of view</p> <p>4f) That differences and similarities between people arise from a number of factors including cultural ethnic racial and religious diversity fender and disability.</p> <p>5d) Make real choices and decisions (e.g. about issues affecting their health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).</p> <p>5g) Consider social and moral dilemma that they come across in life (e.g. encouraging respect and understanding between different races and dealing with harassment</p>	<p>2c) Expressing when something is Ok and when it is not Ok.</p> <p>2r) Making decisions about a range of issues.</p> <p>2w) Behave in socially acceptable ways.</p> <p>2x) Making healthy choices re food, exercise, drugs.</p> <p>2v) Keeping safe – how to keep safe in a variety of situations.</p> <p>2aa) Can talk about actions and consequences.</p> <p>3d) The limits of safety.</p> <p>3g) Keeping healthy – exercise, diet, the immune system.</p> <p>3i) Making decisions – knowing what influences personal decision-making.</p> <p>3k) Decision-making and risk taking.</p> <p>3t) Know what is risky and unsafe.</p>	<p>1b) More detailed information about the body, how it works and how to take care of it.</p> <p>1c) Different types of medicines (both prescribed and over the counter), legal and illegal drugs including their form, their effects and their associated risks.</p> <p>2a) Identifying risks.</p> <p>2b) Coping with peer influences.</p> <p>2d) Decision making and assertiveness in situations relating to drug use.</p> <p>3a) Valuing oneself and other people.</p> <p>3b) Attitudes and beliefs about different drugs and people who may use or misuse them.</p> <p>3c) Responses to media and advertising presentation of alcohol, tobacco and other legal drugs.</p> <p>3d) Taking responsibility for one’s own safety and behaviour.</p>	<p>2.2g) About the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health.</p>	<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>Scenarios and role-plays</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>Different cultures and religions</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Designing posters about the dangers of alcohol</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Poems, raps, songs, stories and scenarios</li> </ul> <p><b>Food Tech</b></p> <ul style="list-style-type: none"> <li>Making non alcoholic fruit cocktails</li> </ul>	School Nurse

School Resources: Insert text here if applicable.

# Year 5 – PSHCE Curriculum Planning Matrix

Focus: Myself and Others

Intended Outcomes: To be able to identify, describe and deal with emotions around difficult family



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
<b>Relationships and their difficulties</b>	<ul style="list-style-type: none"> <li>Classroom discussion on different family structures, e.g. single parents.</li> <li>Classroom discussion on how family structures may change e.g. separation, divorce, bereavement</li> <li>Pupils to produce individual support plan to identify where they could get help in difficult family situations.</li> <li>Discuss the range of emotions that may arise in difficult family situations and build an emotional word bank</li> </ul>	<ul style="list-style-type: none"> <li>To explore emotional issues around family relationships.</li> <li>To explore family difficulties that could arise e.g. divorce, separation, bereavement</li> <li>To explore discuss, describe and express emotions.</li> <li>To identify support networks.</li> </ul>	<p>1a) To talk and write about their opinions, and explain their views, on issues that effect themselves and society.</p> <p>1c) To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>3a) What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.</p> <p>4c) To be aware of different types of relationship, including marriage and those between friends and families and to develop the skills to be effective in relationships.</p> <p>4e) To recognise and challenge stereotypes.</p> <p>4g) Where individuals, families and groups can get help and support.</p> <p>5g) Consider social and moral dilemmas that they come across in life</p> <p>5h) Find information and advice (e.g. through help lines; by understanding about welfare systems in society)</p>	<p>2a) Express a range of feelings.</p> <p>2b) Handling a wider range of feelings in self and others.</p> <p>2d) Handling some difficult situations e.g. being teased, feeling unconfident, being bullied, being left out, when others are disappointed/angry with you.</p> <p>2h) Recognising different feelings as displayed by others.</p> <p>2j) Reflect on own experience, learn from this and set simple goals and work.</p> <p>2m) More sensitive to other's feelings.</p> <p>2q) Coping with loss and change.</p> <p>2t) Coping with difficulties in families (e.g. arguments, rivalries, loss, change).</p> <p>2u) Knowing some ways of supporting self and others in a range of situations.</p> <p>2v) Keeping safe – how to keep safe in a variety of situations.</p> <p>3a) Feelings – what are feelings and distinguishing between them – happy, sad, afraid, angry.</p> <p>3b) A wide range of difficult personal situations – e.g. teasing, bullying.</p> <p>3j) Varied lifestyles in the class and in the community – differences in others and how we feel about the difference.</p> <p>3m) Families and how they behave – what members expect of each other.</p>	<p>1a) School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs</p> <p>1b) More detailed information about the body, how it works and how to take care of it</p> <p>1c) Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks.</p> <p>1f) Dangers from handling discarded syringes or needles</p> <p>2a) Identifying risks.</p> <p>2c) Communicating with adults.</p> <p>2e) Giving and getting help.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	N/A	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>Family structures</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul>	

School Resources: Insert text here if applicable.

Social and Emotional Aspects of Learning (SEAL)		
Key Domains Addressed	Key Themes	Subsidiary Themes
• Managing feelings	6) Changes 5) Uncomfortable feelings	1) New beginnings
• Social skills	6) Changes 5) Uncomfortable feelings	3) Going for goals!

# Year 5 – PSHCE Curriculum Planning Matrix

Focus: Myself and Others

Intended Outcomes: To realise the consequences of anti-social and aggressive behaviour



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
<b>Bullying</b>	<ul style="list-style-type: none"> <li>Class discussion on why people get teased or bullied. Draw a distinction between falling out and bullying</li> <li>In twos write out descriptions of bullying situations</li> <li>Read out – decide if serious/slightly serious situations</li> <li>Discuss what the victim should do.</li> <li>Research Helpline numbers &amp; other sources of support (National and local)</li> <li>Prepare to become mentors/befriender in Year 6.</li> <li>Discuss how they would support new pupils and where to get help</li> <li>Discuss ways in which conflict might be resolved.</li> <li>Act out role-plays on aggressive, passive and assertive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>To explore how the differences between people can lead to mistrust.</li> <li>To understand how it feels to be victimised.</li> <li>To learn ways that conflicts can be resolved and people can live together in harmony.</li> </ul>	<p>1a) To talk and write about their opinions, and explain their views, on issues that effect themselves and society.</p> <p>2a) To research discuss and debate topical issues, problems and events.</p> <p>2c) To realise the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities.</p> <p>2d) That there are different kinds of responsibilities.</p> <p>2e) To reflect on spiritual, moral, social and cultural issues, using imagination to understand other peoples' experiences.</p> <p>2f) To resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>3a) What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.</p> <p>3e) To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>3f) That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>4a) That their actions affect themselves and others, to care about other peoples' feelings and to try to see things from their points of view.</p> <p>4d) To realise the nature and consequences of racism, teasing and bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>4g) Where individuals, families and groups can get help and support.</p> <p>5a) Take responsibility (e.g. for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school).</p> <p>5g) Consider social and moral dilemmas that they come across in life (e.g., encouraging respect and understanding between different races and dealing with harassment)</p> <p>5h) Find information and advice (for example, through help lines; by understanding about welfare systems in society).</p>	<p>2a) Express a range of feelings.</p> <p>2b) Handling a wider range of feelings in self and others.</p> <p>2d) Handling some difficult situations e.g. being teased, feeling unconfident, being bullied, being left out, when others are disappointed/ angry with you.</p> <p>2e) To realise and verbalise that actions have consequences.</p> <p>2f) Increasingly competent in a group i.e. listening respectfully to others, making clear statement of own position/feeling, compromising, negotiating for own need.</p> <p>2h) Recognising different feelings as displayed by others.</p> <p>2k) Better able to see another's perspective.</p> <p>2m) More sensitive to other's feelings.</p> <p>2n) Being able to describe another's experience.</p> <p>2p) Developing coping strategies for when friendships change/break.</p> <p>2s) Coping with difference.</p> <p>2u) Knowing some ways of supporting self and others in a range of situations.</p> <p>2v) Keeping safe – how to keep safe in a variety of situations.</p> <p>2w) Behave in socially acceptable ways.</p> <p>2aa) Recognise different forms of bullying and the feelings of the victim.</p> <p>3b) A wide range of difficult personal situations – e.g. teasing, bullying.</p> <p>3h) Friendship – who our friends are, how we make and lose friends.</p> <p>3j) Varied lifestyles in the class and in the community – differences in others and how we feel about the difference.</p> <p>3k) Decision-making and risk taking.</p> <p>3s) Knows what is socially acceptable in a variety of situations.</p>	<p>1e) People who can help children when they have questions or concerns.</p> <p>2b) Coping with peer influences.</p> <p>2e) Giving and getting help.</p> <p>3a) Valuing oneself and other people.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	N/A	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Discussion and communication skills</li> </ul> <p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>Respect and tolerance</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>Role-play</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Research work</li> </ul>	<p>Kidscape</p> <p>Childline</p>

School Resources: Insert text here if applicable.

Social and Emotional Aspects of Learning (SEAL)		
Key Domains Addressed	Key Themes	Subsidiary Themes
• Empathy	1) New beginnings 7) Bullying	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings
• Self-awareness	4) Feels good 5) Uncomfortable feelings 7) Bullying	1) New beginnings 3) Going for goals!
• Social skills	3) Going for goals 6) Changes 7) Bullying	1) New beginnings 2) Getting on and falling out

# Year 5 – PSHCE Curriculum Planning Matrix

Focus: Body Awareness

Intended Outcomes: Awareness of the changes that puberty has on the body and emotions



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
<b>Preparing for puberty</b>	<p><b>Establish ground rules and agree terminology.</b></p> <ul style="list-style-type: none"> <li>• Discuss the physical differences between girls and boys including menstruation</li> <li>• Label body parts including reproductive organs</li> <li>• Explore the emotional change e.g. mood swings, shyness etc. during puberty</li> <li>• Explore the impact of puberty on relationships</li> <li>• Make problem pages with different scenarios. Pupils have to respond. Refer to magazines, TV programmes</li> <li>• Answer questions from a problem box</li> </ul>	<ul style="list-style-type: none"> <li>• To make pupils aware of the physical and emotional changes that take place as they go through puberty.</li> <li>• To give pupils the opportunity to discuss any concerns regarding puberty</li> </ul>	<p>1c) To face new challenges positively by collecting information looking help making responsible choices and taking action.</p> <p>1d) To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way.</p> <p>3c) About how the body changes as they approach puberty.</p> <p>5i) Prepare for change</p>	<p>2a) Express a range of feelings.</p> <p>2b) Handling a wider range of feelings in self and others.</p> <p>2f) Increasingly competent in a group i.e. listening respectfully to others, making clear statements of own position/feeling, compromising, negotiating for own need.</p> <p>2h) Recognising different feelings as displayed by others.</p> <p>2s) Coping with difference.</p> <p>3a) Feelings – what are feelings and distinguishing between them – happy, sad, angry and afraid.</p> <p>3c) Body changes in self and others.</p> <p>3e) How babies begin and are born: how they grow.</p> <p>3i) Feelings about the future (e.g. changing school.)</p> <p>3n) Celebrations of birth, christening, puberty, rites of passage in different cultures, marriage and death in different cultures.</p> <p>3o) Differences and similarities in people; sexuality – what it is and what words describe it.</p> <p>3p) Body changes in boys and girls – why they happen.</p>	<p>1b) More detailed information about the body. How it works and how to take care of it.</p> <p>3a) Valuing oneself and other people.</p>	<p>2.1a) That the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p>2.2f) About the main stages of the human life cycle.</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Letter writing to the problem pages</li> </ul>	<p>School Nurse</p> <p>LEA SRE Consultant</p>

School Resources: Insert text here if applicable.

# Year 5 – PSHCE Curriculum Planning Matrix

Focus: Body Awareness

Intended Outcomes: To understand the importance of hygiene & to know the functions of the skin



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
<b>The Skin</b>	<ul style="list-style-type: none"> <li>• Explain the necessity of hygiene.</li> <li>• Discuss and write on body board – functions of the skin.</li> <li>• Use a magnifying glass to look at sweat pores</li> <li>• Explain the importance of hygiene and a healthy diet for the normal functioning of this organ.</li> <li>• Discuss the changes as puberty takes place.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and appreciate the importance of the skin in keeping healthy.</li> <li>• Understand the importance of hygiene.</li> </ul>	<p>3a) What makes a healthy lifestyle including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</p> <p>3b) That bacteria and viruses can affect health and that following simple safe routines can reduce their spread.</p> <p>3c) About how the body changes as they approach puberty.</p> <p>5d) Make real choices and decisions (e.g. about issues affecting their health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).</p>	<p>2l) Keeping healthy – exercise, diet, the immune system.</p> <p>3c) Body changes in self and others.</p> <p>3g) Keeping healthy – exercise, diet and the immune system.</p> <p>3p) Body changes in boys and girls – why they happen.</p>	<p>1b) More detailed information about the body. How it works and how to take care of it.</p>	<p>2.2b) The need for food for activity and growth, and about the importance of an adequate and varied diet for health.</p> <p>2.5f) That micro-organisms that are often too small to be seen, and that they may be beneficial (e.g. in the breakdown of waste, in making bread) or harmful (e.g. in causing disease, in causing food to go mouldy.)</p>	N/A	<p>School Nurses</p> <p>Eureka – Halifax (The skin section)</p>

School Resources:

Insert text here if applicable.

# Year 5 – PSHCE Curriculum Planning Matrix



Focus: Community and Local Environment

Intended Outcomes: To realise the benefits of managing finances

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
<b>Money Matters</b>	<ul style="list-style-type: none"> <li>Carry out a pocket money survey. How much? How often? For what?</li> <li>Discuss the world of work</li> <li>With partner list money you have been given/earned</li> <li><i>Add it up</i></li> <li><i>List expenditure</i></li> <li><i>How could you save?</i></li> <li>Use internet, e.g. Google, to find different ways in which you can save</li> <li>Visit bank/have bank manager visit school to provide details about how to open savings account</li> <li>Pupils create a pie chart showing how they would spend or save £5/10.</li> <li>Pupils to look at school council income and expenditure. Is it cost-effective? Can it be improved? Are there ways of raising funds?</li> </ul>	<ul style="list-style-type: none"> <li>To enable pupils to experience budget management using examples from their every day experiences.</li> </ul>	<p>1c) To face new challenges positively by collecting information looking help making responsible choices and taking action.</p> <p>1f) To look after their money and realise that future want and needs may be met through saving.</p> <p>2a) To research discuss and debate topical issues, problems and events.</p> <p>2f) To resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>2j) That resources can be allocated in different way and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>5c) Participate (for example, in the schools decision making process, relating it to democratic structures and processes such as councils, parliaments, government and voting.)</p> <p>5d) Make real choices and decisions (e.g. about issues affecting their health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).</p>	N/A	N/A	N/A	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Graphs and pie charts</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>Internet searches</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Posters for fund raising</li> </ul>	<p>Local Bank Rep</p> <p>Visit to local bank</p>

**School Resources:** Insert text here if applicable.