



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Personal, Social and Health Education Year 5**

	<b>Autumn 1 Being me in my world</b>	<b>Autumn 2 Celebrating Difference</b>	<b>Spring 1 Dreams and Goals</b>	<b>Spring 2 Healthy Me</b>	<b>Summer 1 Relationships</b>	<b>Summer 2 Changing Me</b>
<b>Content</b> Declarative Knowledge 'I know'	<ul style="list-style-type: none"> <li>• Know how to face new challenges positively</li> <li>• Understand how to set personal goals</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• Know how an individual's behaviour can affect a group and the consequences of this</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• Know what culture means</li> <li>• Know that differences in culture can sometimes be a source of conflict</li> <li>• Know what racism is and why it is unacceptable</li> <li>• Know that rumour spreading is a form of bullying on and offline</li> <li>• Know external forms of support in regard to bullying e.g. Childline</li> <li>• Know that bullying can be direct and indirect</li> <li>• Know how their life is different from the lives of children in the developing world</li> </ul>	<ul style="list-style-type: none"> <li>• Know that they will need money to help them to achieve some of their dreams</li> <li>• Know about a range of jobs that are carried out by people I know</li> <li>• Know that different jobs pay more money than others</li> <li>• Know the types of job they might like to do when they are older</li> <li>• Know that young people from different cultures may have different dreams and goals</li> <li>• Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>• Know ways that they can</li> </ul>	<ul style="list-style-type: none"> <li>• Know the health risks of smoking</li> <li>• Know how smoking tobacco affects the lungs, liver and heart</li> <li>• Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>• Know basic emergency procedures including the recovery position</li> <li>• Know how to get help in emergency situations</li> <li>• Know that the media, social media and celebrity culture promotes certain body types</li> <li>• Know the different roles food can play in people's lives and know that people can develop eating problems / disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>• Know that belonging to an online community can have positive and negative consequences</li> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know that there are rights and responsibilities when playing a game online</li> <li>• Know that too much screen time isn't healthy</li> <li>• Know how to stay safe when using technology to</li> </ul>	<ul style="list-style-type: none"> <li>Know what perception means and that perceptions can be right or wrong</li> <li>• Know how to correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know that sexual intercourse can lead to conception</li> <li>• Know that some people need help to conceive and might use IVF</li> <li>• Know that</li> </ul>

			support young people in their own culture and abroad	related to body image pressure • Know what makes a healthy lifestyle	communicate with friends	becoming a teenager involves various changes and also brings growing responsibility
<b>Skills</b> Procedural Knowledge 'I know how to'	<ul style="list-style-type: none"> <li>• Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own</li> </ul>	<ul style="list-style-type: none"> <li>• Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others</li> </ul>	<ul style="list-style-type: none"> <li>• Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy</li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks</li> </ul>	<ul style="list-style-type: none"> <li>• Can celebrate what they like about their own and others' self-image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about</li> </ul>

						puberty or becoming a teenager/adult
<b>Vocabulary</b>	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.	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, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules.	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, 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.
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• What makes an effective class team?</li> <li>• How do all the different people in school work together so that it runs well? Does everyone have a role in school?</li> <li>• Do you have choices about how to behave? How do rules, rewards and consequences help with this?</li> <li>• What do you think democracy is? Can you give an example?</li> <li>• What skills do you have that can help a team work well together?</li> </ul>	<ul style="list-style-type: none"> <li>• What is our culture?</li> <li>• Can people with different cultures be friends?</li> <li>• How can differences in culture cause conflict?</li> <li>• What is racism?</li> <li>• Why is racism unfair?</li> <li>• What are your feelings about racism?</li> <li>• How can bullying affect how a person feels about themselves? Is this fair?</li> <li>• Is money more important than happiness?</li> <li>• What can we do to help people who are less fortunate than us?</li> </ul>	<ul style="list-style-type: none"> <li>• What are your dreams and goals?</li> <li>• Why might you need money to help you achieve your dreams and goals?</li> <li>• What jobs are you interested in doing when you are a grown-up?</li> <li>• How much do each of these jobs pay?</li> <li>• Tell me about the hopes and dreams of someone from a different culture?</li> <li>• What are the similarities and differences from your own?</li> <li>• Shall I share with you what my dreams and goals were when I was at school?</li> <li>• What are the differences and similarities between you and someone</li> </ul>	<ul style="list-style-type: none"> <li>• What are the risks of smoking / misusing alcohol?</li> <li>• What emergency procedures have you learnt?</li> <li>• How do you contact the police / ambulance service / fire department?</li> <li>• Why do some people have eating problems?</li> <li>• Can you tell me about a time when someone tried to make you do something you didn't want to?</li> <li>• What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>• What do you enjoy about how we try to keep healthy in our family?</li> <li>• Are there</li> </ul>	<ul style="list-style-type: none"> <li>• What online games do you like to play? Who do you play them with?</li> <li>• Do you ever talk to people you don't know online?</li> <li>• How do you know if people you talk to online are really who they say they are?</li> <li>• What would you do if you saw or heard something online that made you feel uncomfortable?</li> <li>• How much screen time do you think you should have every day?</li> <li>• How shall we spend some special family time?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves?</li> <li>• Can I share with you how I see you and how I care about you?</li> <li>• Do you have any worries about puberty?</li> <li>• Do you have any questions about puberty?</li> <li>• Do you have any questions that you'd like to ask me about how babies are conceived?</li> <li>• What do you think it will be like when you are a teenager?</li> <li>• What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do</li> </ul>

			from a different culture?	ways we could be healthier?		now? • What do you enjoy about being your age now?
<b>Assessment</b>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>
<b>Cross Curricular Links/Character Education</b>	<p>Our Scheme of Work Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. SMSC opportunities have been mapped across all lessons as shown <a href="#">here</a>. The British values have also been mapped across lessons and can be found <a href="#">here</a>.</p>					