

YEAR 5 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p>Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination</p> <p>PoS refs: H42, R19, R20, R21, R29, R30, R31, R32, R33, R34, L8, L9, L10</p>	<ul style="list-style-type: none"> • about mutual respect, being polite and how personal behaviour can affect others • how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles • how to behave respectfully online • about stereotypes and how they influence behaviour • about the impact of bullying and hurtful behaviour, including online • strategies for responding to bullying and hurtful behaviour witnessed or experienced • how to challenge discrimination, seek help and report concerns 	<p>CEOP - Play, Like, Share</p> <p>Home Office - Disrespect NoBody</p> <p>Barnardo's Primary Resource Pack – Anti-HBT Bullying</p> <p>PSHE Association - Inclusion, Belonging and Addressing Extremism - Lesson 3: Stereotypes</p>
Autumn 2	<p>Mental wellbeing: Taking care of mental health; Managing challenges; Seeking support for themselves and others</p> <p>PoS refs: H15, H16, H17, H18, H19, H20, H21, H22, H24</p>	<ul style="list-style-type: none"> • about mental health, what it means and how to take care of it • how feelings and emotions are affected at changing, challenging or difficult times • ways of managing these feelings • how to seek support and advice when needed 	<p>PSHE Association – Mental Health and Emotional Wellbeing</p> <p>Premier League Primary Stars - Resilience</p>
Spring 1	<p>Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM</p> <p>PoS refs: H42, H43, R22, R24, R25, R26, R27, R29, R31, L2, L11</p>	<ul style="list-style-type: none"> • about the role of trust, respect and boundaries in healthy relationships (including friendships and family) • how to recognise if a friendship is making them feel uncomfortable or unsafe • how to maintain and respect privacy and boundaries, including online • how to recognise different types of physical contact and what is, or is not, acceptable • about seeking and giving/not giving permission in different situations • how to seek advice or report concerns about their personal safety or that of others in a range of contexts, including FGM¹ 	<p>NSPCC – Share Aware</p> <p>NPSCC – Underwear rule</p> <p>CEOP – Play, Like, Share</p> <p>Home Office - Disrespect NoBody</p> <p>Google and Parent Zone - Internet Legends</p>

¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information

<p>Spring 2</p>	<p>Careers: Career types; challenging career stereotypes; enterprise project –</p> <p><i>CROSS-YEAR, GROUP WITH Y7</i></p> <p>PoS refs: R32, L9, L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> • skills that will help them carry out jobs in the future (i.e. teamwork, communication, negotiation) • about the range of careers that people can have • about career paths and changing types of jobs over the course of a lifetime • about what might influence career decisions (i.e. personal interests and values, family, personal strengths and skills, level of pay) • to identify the kind of job they may like to do when older • Project guidance: Pupils design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 5 should identify the skills required in each role. 	
<p>Summer 1</p>	<p>Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p> <p>PoS refs: H37, H38, H40, H44, H45, H46, H47, H48, R29, L1</p>	<ul style="list-style-type: none"> • about the risks and effects of drugs common to everyday life (including cigarettes/e-cigarettes, alcohol, medicines and illegal drugs) • about the laws regarding the use of substances • about why people choose to use or not use substances • about the mixed messages in the media about substances • how to seek help and about support organisations 	<p>Drug Wise primary school resource (Islington Healthy Schools Team) £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p>Summer 2</p>	<p>Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing</p> <p>PoS refs: H1, H2, H3, H7, H12, H13, H16, H38</p>	<ul style="list-style-type: none"> • about the benefits of exercise to mental and physical health • about risks associated with an inactive lifestyle • to identify opportunities for physical activity • about the benefits of the internet and the importance of balancing time online with other activities • how to stay safe in the sun and reduce the risk of sun burn, heat stroke and skin cancer 	