

**Year 5/6 PSHE Curriculum
Cycle B**

Included in this Plan:

- Long Term Planning for Cycle B
- Key Vocabulary for Unit

Term One	Term Two	Term Three	Term Four	Term Five	Term Six
<u>Being Me in My World</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
1) My year ahead 2) Being a global citizen 3) Being a global citizen 4) The learning-charter 5) Our learning charter 6) Owning our learning charter	1) Am I normal? 2) Understanding difference 3) Power struggle 4) Why bully 5) Celebrating difference 6) Celebrating difference	1) Personal learning goals 2) Steps to success 3) My dream for the world 4) Helping to make a difference 5) Helping to make a difference 6) Recognising our achievements	1) Taking responsibility for my health and well being 2) Drugs 3) Exploitation 4) Gangs 5) Emotional and mental health 6) Managing stress and pressure	1) What is mental health 2) My mental health 3) Love and loss 4) Power and control 5) Being online: real or fake? Safe or unsafe? 6) Using technology	1) My self-image 2) Puberty 3) Babies: conception to birth 4) Relationships 5) Real self and ideal self 6) The year ahead

Key Vocabulary for Unit

Goals	Normal	Dream	Responsibility	Mental health	Self-image
Worries	Ability	Hope	Choice	Ashamed	Self-esteem
Fears	Disability	Goal	Immunisation	Stigma	Real self
Value	Visual impairment	Learning	Prevention	Stress	Celebrity
Welcome	Empathy	Strengths	Drugs	Anxiety	Opportunities
Choice	Perception	Stretch	Effects	Support	Freedoms
Ghana	Medication	Achievement	Motivation	Mental health	Responsibilities
West Africa	Vision	Personal	Prescribed	Worried	Puberty
Cocoa plantation	Blind	Realistic	Unrestricted	Signs	Pregnancy
Cocoa pods	Male	Unrealistic	Over-the-counter	Warning	Embryo
Machete	Female	Dream	Restricted	Support	Foetus
Rights	Diversity	Hope	Illegal	Self-harm	Placenta
Community	Transgender	Goal	Volatile substances	Emotions	Umbilical cord
Education	Gender diversity	Money	Synthetic highs	Feelings	Labour
Wants	Courage	Sponsorship	New psychoactive substances	Sadness	Contractions
Needs	Fairness	Suffering		Loss	Cervix
Maslow	Rights	Hardship		Grief	Midwife
Empathy	Responsibilities	Empathy	Exploited	Denial	Attraction
Comparison	Para Olympian	Motivation	Vulnerable	Despair	Relationship

Opportunities Rights Responsibilities Rewards Consequences Cooperation Collaboration Legal Illegal Lawful	Achievement Accolade Disability Sport Perseverance Admiration Stamina	Admire Respect Achievement Praise Compliment Contribution Recognition	Criminal Illegal Gangs Pressure Strategies Reputation Anti-social behaviour Crime Mental health Emotional health Mental illness Symptoms Stress Triggers Managing Stress	Guilt Shock Hopelessness Anger Acceptance Bereavement Coping strategies Power Control Authority Bullying Script Assertive Strategies Communication Technology Power Control Cyberbullying Abuse Safety	Pressure Love Sexting Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement
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Number of Lessons in Unit

6	6	6	6	6	6
Lesson 1 My year ahead	Lesson 1 Am I normal?	Lesson 1 Personal learning goals	Lesson 1 Taking responsibility for my health and well being	Lesson 1 What is mental health?	Lesson 1 My self image
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Goals Worries Fears Value Welcome	Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind	Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic	Responsibility Choice Immunisation Prevention	Mental health Ashamed Stigma Stress Anxiety Support	Self-image Self-esteem Real self Celebrity
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Know that I can identify my goals for the year Know that I will have worries and fears for 	<ul style="list-style-type: none"> Know that people have different perceptions about what normal means 	<ul style="list-style-type: none"> Know that I understand my own learning strengths and can set realistic goals for myself 	<ul style="list-style-type: none"> Know that it is my responsibility to look after my health and wellbeing 	<ul style="list-style-type: none"> Know that it is important to take care of my own mental health 	<ul style="list-style-type: none"> I am aware of my own self image Know that my body image fits into self-image

<p>the future but that it ok</p> <ul style="list-style-type: none"> Know that it is important to make everyone feel valued 	<ul style="list-style-type: none"> Know that it is important to empathise with people who are different Know that each one of us are unique and different in our own way 	<ul style="list-style-type: none"> Know that it is important to have goals set – in school and out of school 	<ul style="list-style-type: none"> Know that it is important to make the right choices Know that motivation will help me to care for my physical and emotional health 	<ul style="list-style-type: none"> Know that everyone has mental health Know that people can have problems with their mental health and it is nothing to be ashamed of 	<ul style="list-style-type: none"> Know that it is important to develop my own self esteem
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
<p>1.On the spiral template they write any worries they have about the year ahead. Then they cut around the spiral so it opens as a tree hanging/ mobile. 2.On the flag template they write or draw a hope or dream for the year ahead.</p>	<p>Work in teams to answer the quiz – record answers in floor book.</p>	<p>Complete goal cards</p>	<p>What responsibilities the children have for their health now. Are there elements of this they can improve? What small changes can they make that might make a big difference.</p>	<p>Situation cards – is it a challenge or support? Put cards on to relative sides Connect us activity</p>	<p>Self-image and real image pictures and explanations</p>
Lesson 2 Being a global citizen	Lesson 2 Understanding difference	Lesson 2 Steps to success	Lesson 2 Drugs	Lesson 2 My mental health	Lesson 2 Puberty
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education</p>	<p>Male Female Diversity Transgender Gender diversity Courage Fairness Rights Responsibilities</p>	<p>Dream Hope Goal Feeling Achievement Success Criteria Learning steps</p>	<p>Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances Synthetic highs New psychoactive substances</p>	<p>Mental health Worried Signs Stress Anxiety Warning Support Self-harm</p>	<p>Opportunities Freedoms Responsibilities Puberty</p>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Know that children have universal rights 	<ul style="list-style-type: none"> Know that being different can affect someone's life 	<ul style="list-style-type: none"> Know that I am able to work out the learning steps 	<ul style="list-style-type: none"> Know that there are many different types of drug 	<ul style="list-style-type: none"> Know that I am able to take care of my own mental health 	<ul style="list-style-type: none"> Know that bodies change during puberty

<ul style="list-style-type: none"> Know that some children's rights are not met Know that I have my own wants and needs and can compare these with children in different communities 	<ul style="list-style-type: none"> Be aware of my own attitude towards people who are different 	<p>needed to reach my goal</p> <ul style="list-style-type: none"> Know that it is important to motivate myself to work on these goals Know that setting a success criteria will help me know how I've reached my goal 	<ul style="list-style-type: none"> Know that drugs have an effect on the human body Know that the live and heart can be affected by drugs Know that there are ways to cope in life situations without using drugs. 	<ul style="list-style-type: none"> Know that I am able to help myself or someone else when worried about a mental health problem 	<ul style="list-style-type: none"> Know that it is important to look after yourself physically and emotionally Know that it is important to express how I feel about the changes that will happen to me during puberty
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
Quiz and answers to the questions	Sheet of A3 paper (or sugar paper) folded in half. Starting with 'Rights', ask each group to list three rights that are important in a welcoming community.	Complete totem pole – use first lesson to support	Definitions of a drug Using the list of drugs on the board, the four categories, and their own knowledge, ask the children to group these drugs using the resource with the four boxes (Drugs Groups).	Hand out one of the scenario cards to each. Ask each group to see if they can work out if a thought, feelings, actions cycle has started or is taking place, and to discuss if there are any signs or clues that show this person might need some help or advice	Growing up bingo card Truth and myth cards
Lesson 3 Being a global citizen	Lesson 3 Power struggles	Lesson 3 My dream for the world	Lesson 3 Exploitation	Lesson 3 Love and loss	Lesson 3 Babies: Conception and birth
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Wants Needs Maslow Empathy Comparison Opportunities Education Maslows triangle	Power Struggle Imbalance Control Harassment Bullying	Dream Hope Goal Feeling Achievement Money Global Issue Suffering Concern Hardship	Exploited Vulnerable Drugs Criminal Illegal Gangs	Emotions Feelings Sadness Loss Grief Denial Despair Guilt Shock Hopelessness Anger Acceptance Bereavement	Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife

				Coping strategies	
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Know that my actions affect other people locally and globally Know that I have my own wants and needs and can compare these with children in different communities 	<ul style="list-style-type: none"> Know that I can explain some of the ways in which one person or group can have power over another Know that it is unfair and upsetting to be excluded or treated badly by being different in some way 	<ul style="list-style-type: none"> Know that I can identify problems in the world that concern me and talk to other people about them Know that I can recognise my own emotions Know that people in the world can be suffering or living in difficult situations 	<ul style="list-style-type: none"> Know that some people can be exploited to do things that are against the law Know that there are ways that someone who is being exploited can ask for help Know that there are people to support in these situations 	<ul style="list-style-type: none"> Know that there are different stages of grief Know that there are different types of loss that cause people to grieve Know that I can recognise when I am feeling those emotions and have strategies to manage them 	<ul style="list-style-type: none"> Know that babies are developed through conception Know that pregnancy is for 9 months Know that a baby can be born vaginally or through c-section
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
<p>1.Highlight the needs that they think are met for them. Around the triangle, write notes on how and when these are met.</p> <p>2.In a different colour, underline the needs that are not yet met for them.</p>	Children have the power scenario resource sheet and discuss each scenario to establish what gives power to the people in each scenario.	<ol style="list-style-type: none"> What the picture is showing? Where the picture might have been taken (e.g. country) What might be the difficulty the child/people/person lives with in this situation? What might help their situation? How you feel about the situation 	<p>Invite the children to briefly discuss what they already know about gangs.</p> <p>Ask the children to work through the story again and highlight in red where they think the 'danger points' are for Kiran. In green they should highlight the 'choice points' that Kiran faced in the story,</p>	Loss or change cards Feelings	design and produce a set of cards for a card-sorting game, using pictures and text to present eight stages (or fewer if you prefer) on the journey from conception to birth.
Lesson 4 The learning charter	Lesson 4 Why bully	Lesson 4 Helping to make a difference	Lesson 4 Gangs	Lesson 4 Power and control	Lesson 4 Relationships
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Choices</p> <p>Behaviour</p> <p>Rights</p> <p>Responsibilities</p> <p>Rewards</p>	<p>Bullying behaviour</p> <p>Direct</p> <p>Indirect</p> <p>Argument</p> <p>Recipient</p>	<p>Dream</p> <p>Hope</p> <p>Goal</p> <p>Achievement</p> <p>Money</p>	<p>Gang</p> <p>Pressure</p> <p>Strategies</p> <p>Reputation</p> <p>Anti-social behaviour</p>	<p>Power</p> <p>Control</p> <p>Authority</p> <p>Bullying</p> <p>Script</p>	<p>Attraction</p> <p>Relationship</p> <p>Pressure</p> <p>Love</p> <p>Sexting</p>

Consequences Empathise Learning Charter Obstacles		Sponsorship Suffering Hardship Empathy Motivation	Crime Illegal	Assertive Strategies	
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Know that I can make choices about my own behaviour Know that my behaviour has rewards and consequences Know how these relate to my rights and responsibilities 	<ul style="list-style-type: none"> Know that there are different reasons why people bully Know that there are different strategies to use in bullying situations Know that problem solving is important 	<ul style="list-style-type: none"> Know that I can work with other people to help make the world a better place Know that empathy can help people who are suffering or living in difficult situations Know that it is important for a persons voice to be heard 	<ul style="list-style-type: none"> Know that some people will join a gang Know that joining a gang can involve risks Know that there are strategies you can use to avoid being pressurised to join a gang 	<ul style="list-style-type: none"> Know that I can recognise when people are trying to gain power and control Know that I am able to stick up for myself and my friends in situations where people are trying to take control 	<ul style="list-style-type: none"> Know that being physically attracted to someone changes the nature of your relationship Know that you need to have respect for one another Know that in a relationship no one should feel pressured into doing something they don't want to do
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
Children are given a blank Learning Charter template (Jigsaw Piece template) and are asked to reach a consensus on what should be on it.	<p>1.What might be the reasons for the person/people using bullying behaviours?</p> <p>2.How did these behaviours make the recipient of them feel and what could they do to manage these feelings e.g. calming techniques, talking to someone.</p> <p>3.How could the recipient deal with/manage the situation?</p>	Complete project planning sheet	<p>Answer questions in planning</p> <ul style="list-style-type: none"> Which of the gangs in the game are unsafe or risky? Are these good enough reasons for becoming a gang member, especially when a gang is dangerous/ risky to belong to? Do the risks and dangers make joining a gang a poor choice? 	Conscience alley – photos and viewpoints	Diamond nine cards Should I/Shouldn't I cards

Lesson 5 Our learning charter	Lesson 5 Celebrating difference	Lesson 5 Helping to make a difference	Lesson 5 Emotional and mental health	Lesson 5 Being online: Real or fake? Safe or unsafe?	Lesson 5 Real self and ideal self
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Rights Responsibilities Rewards Consequences Cooperation Collaboration Legal Illegal Lawful	Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina	Dream Hope Goal Achievement Money Sponsorship Suffering Hardship Empathy Motivation	Mental health Emotional health Mental illness Symptoms	Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement	Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Know that an individual's behaviour can impact on a group Know that it is important to contribute to a group 	<ul style="list-style-type: none"> Know that I can appropriately give examples of people with disabilities who lead amazing lives Know that appreciating people for who they are will give someone confidence 	<ul style="list-style-type: none"> Know that I can describe some ways in which I can work with other people to help make the world a better place Know that I can identify why I am motivated 	<ul style="list-style-type: none"> Know that there is a difference between being emotional well and not. Know that mental health is important in everyone's lives Know that I can understand myself enough to know when I need to ask for help and support 	<ul style="list-style-type: none"> Know that I can judge whether something online is safe and helpful for me Know that I am able to resist pressure to do something online Know that my actions could hurt myself or others around me 	<ul style="list-style-type: none"> Know that it is important to have positive self-esteem Know that if I do not have positive self esteem there are ways to develop it Know that I can express how I feel about my self-image and know how to challenge negative body talk
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
After each question give the children some time to take notes of the discussion Briefly invite the children to give some feedback about their groups. Did everyone get on? Were there different opinions? How was the discussion managed? Did	Design an AA (Admiration Accolade e.g. like an Oscar or an award) for their Paralympian	Create action plans	Emotional well template	SMART rules Online scenario cards	Real Self / Ideal Self template

everyone get their say or did some people dominate the discussion?					
Lesson 6 Owning our learning charter	Lesson 6 Celebrating difference	Lesson 6 Recognising our achievements	Lesson 6 Managing stress and pressure	Lesson 6 Using technology responsibly	Lesson 6 The year ahead
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Laws Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences Democracy Decision Proud	Celebration Difference Conflict	Admire Respect Achievement Praise Compliment Contribution Recognition	Stress Triggers Strategies Managing Stress Pressure	Communication Technology Power Control Cyberbullying Abuse Safety	Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Know how democracy and having a voice benefits the school community Know why our school community benefits from a learning charter 	<ul style="list-style-type: none"> Know that it is important to explain differences can be a source of conflict and a cause for celebration Know that it is important to show empathy with people in both situations 	<ul style="list-style-type: none"> Know that people can like or admire things about me and Know that it is important to listen and accept praise from other people Know that it is kind to give praise and compliments to others 	<ul style="list-style-type: none"> Know that I can recognise my own stress triggers Know that stress can cause drug or alcohol misuse Know that there are different strategies to manage stress and pressure 	<ul style="list-style-type: none"> Know that I can use technology responsibly and safely Know that there are people you can speak to if you have any safety concerns Know that I can take responsibility for my own safety and well being 	<ul style="list-style-type: none"> Know that there will be things I am looking forward to next year Know that it is ok to have some worries about transition Know that I am able to prepare myself emotionally and put support in place
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
Decide on the appropriate consequence or consequences for the two children in the scenario	Set children the task to create a story line that will be performed in a sequence of three freeze frames – record in floor book by taking	Complete jigsaw puzzle piece	Cube template	Make a safer technology presentation	three things they are most looking forward to about their next year in school

	photos and viewpoints of the child				
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All lessons need access to the Jigsaw Scheme, each lesson is planned out and has resources attached