



**PSHCE New Assembly Plan Autumn 1**

**Year 5 and 6**



**R= relationships**

**H & W =Health and Well-being**

**LWW =Living in the Wider World**

	<b>Session Objective</b>	<b>Core Learning: Relationships and Prejudice</b>
Week 1	Understand transitions: expectations, rules, rewards & consequences. <b>LWW</b>	<ul style="list-style-type: none"> <li>- Discuss anxiety related to being in a new year-group.</li> <li>- Go through behaviour systems, rewards and consequences.</li> <li>- Discuss the idea of good and bad choices - that we can choose how we behave in different situations.</li> </ul>
Week 2	Understand that there are different types of relationships. <b>R</b>	<ul style="list-style-type: none"> <li>- Discuss the different types of relationships there are (friendships, family relationships, romantic relationships)</li> <li>- Explain that people who love and care for each other can be in a committed relationship living together, but can also live apart.</li> <li>- Explain that forcing anyone to marry against their will is a crime and that help and support is available to people who are worried about this. Explain that if your unhappy in a relationship, there are people you can talk to.</li> <li>-</li> </ul>
Week 3	To understand there are different types of relationships. To recognise examples of prejudice and discrimination. <b>R</b>	<ul style="list-style-type: none"> <li>- Introduce the idea that there are all different types of relationships, people can be attracted to someone of the same or different sex.</li> <li>- Discuss the vocabulary associated with different relationships, e.g gay, lesbian, transgender, bi-sexual</li> <li>- Explain that some people have different gender identity and sexual orientation and that we treat everyone equally. Discuss the implications of someone discriminating against someone else because of their sexual orientation, faith etc.</li> </ul>
Week 4	To recognise there are different family structures. To recognise shared characteristics of healthy family life. <b>R</b>	<ul style="list-style-type: none"> <li>- Recap the idea of different family structures, e.g single parents, same-sex parents, step-families, blended families, foster parents.</li> <li>- Discuss the idea that all family types can give love, security and stability. What is a healthy family life? E.g commitment, care spending time with each other, being there in a time of need.</li> <li>- Ask the children why family is important. Ensure the children recognise that if family relationships are making them feel unhappy or unsafe, they can seek help or advice. Explain the people that are available to help.</li> </ul>
Week 5	To understand what it means to get to know someone online. <b>R</b>	<ul style="list-style-type: none"> <li>- Ask the children: what is the difference between getting to know someone face -to -face and knowing someone online?</li> <li>- Discuss the risks of talking to people online.</li> <li>- Who can you talk to if you see something uncomfortable online? Discuss about how to block someone online.</li> </ul>
Week 6	To recognise that friendships have up and downs and how to manage disputes effectively. <b>R</b>	<ul style="list-style-type: none"> <li>- Talk about how friendships can change and the possible reasons for it e.g growing up, changing schools, having a disagreement.</li> <li>- Develop some strategies for developing with friendship issues.</li> <li>- Healthy relationships make people feel included and words can hurt.</li> <li>- Know who to speak to if are feeling lonely or isolated.</li> <li>- What strategies could we have when Year 6 transition to secondary school?</li> </ul>



### PSHCE New Assembly Plan Autumn 2

#### Year 5 and 6



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	Session Objective	Core Learning: Focus on anti-bullying, online safety and safe relationships.
Week 1	To understand what bullying (including cyber bullying) is and the consequences of hurtful behaviour. R	<ul style="list-style-type: none"> <li>- Share videos to define what bullying means. What is cyber bullying?</li> <li>- Ask children to share examples of times when they may have been bullied. How did they feel?</li> <li>- Show some different scenarios of bullying. How do we know if it is bullying? Who can we tell if we are being bullied?</li> <li>- Talk about cyber bullying. What can be the consequences of hurtful behaviour?</li> </ul>
Week 2	To understand what online safety is and how to report concerns. To define discrimination. R	<ul style="list-style-type: none"> <li>- Discuss the different types of bullying that can happen online (name calling, trolling, teasing, excluding others deliberately)</li> <li>- Introduce the word discrimination. What does it mean? What can be the consequences of discriminating against others? What effect can it have on their self - esteem?</li> <li>- Who can you talk to if you have any concerns online?</li> </ul>
Week 3	To understand personal and privacy boundaries. To understand the different types of physical contact and what is appropriate. R	<p>Discuss privacy online. What information should you be sharing? Explain the internet is an online portal and any information you post may be on there forever.</p> <p>Why might someone behave different online, including posing as someone they are not?</p> <ul style="list-style-type: none"> <li>- What is appropriate touch? When is it ok to keep secrets?</li> <li>- Explore who you can talk to if something makes you uncomfortable. Discuss what the NSPCC are used for.</li> </ul>
Week 4	To understand peer pressure. R	<ul style="list-style-type: none"> <li>- Recap on children having different needs e.g SEN. Some children are vulnerable. Recap what peer pressure is. Why can peer pressure be detrimental? Explain that peer pressure might increase as we get older and we need to find strategies to cope with it.</li> <li>- Explain that you need to seek permission and consent in different situations.</li> <li>- Give children some different situations to discuss e.g someone is encouraging you to break a school rule. What should we do?</li> </ul>
Week 5	To recognise the importance of self-respect and how this can affect thoughts and feelings about ourselves. R	<ul style="list-style-type: none"> <li>- Discuss what the words self-respect and self -esteem means. What can be the negative effects are not having a high self -esteem?</li> <li>- How can we treat people respectfully and politely? This includes any interactions online.</li> <li>- What strategies can we use to support courteous, respectful relationships?</li> </ul>
Week 6	To discuss and debate topical issues and learn to respect other people's point of view. R	<ul style="list-style-type: none"> <li>- Find a topic of debate that is relevant to the news at the moment.</li> <li>- Pose a question for children to debate.</li> <li>- Help children to debate respectfully and use the language to agree and disagree.</li> <li>- Encourage children to justify their answers with evidence. Can children link their answers with their experience</li> </ul>



## PSHCE New Assembly Plan Spring 1

Year 5 and 6



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	Session Objective	Core Learning: Healthy eating and Mental Health (also linked in Health Week)
Week 1	To explore the elements of a balanced diet and recognise choices that support healthy lifestyles. H&W	<ul style="list-style-type: none"> <li>- Ask the children what makes a balanced diet.</li> <li>- Discuss what food groups we need to eat and how often. Demonstrate with the food pyramid.</li> <li>- Talk about obesity and how we can avoid it. Talk about the risks of having too much sugar in our diet. This can lead to different illnesses such as diabetes, heart disease. What we eat now and how we live our lives now affects our well-being for the future.</li> </ul>
Week 2	To explore ways we can stay healthy. H&W	<ul style="list-style-type: none"> <li>- Ask the children what good physical health means. Are there any early indications which show physical illness?</li> <li>- Discuss going to the dentist regularly to avoid tooth decay and flossing and brushing every teeth daily.</li> <li>- Talk about why exercise is so important and ways we can be active each day. What risks are associated with an inactive lifestyle?</li> <li>- Regular exercises have lots of physical and mental benefits. Discuss sun exposure and the effect of smoking.</li> </ul>
Week 3	To understand that habits can be good or bad. H&W	<ul style="list-style-type: none"> <li>- What does the word habit mean? Explain there are good and bad habits.</li> <li>- Routines are good for our mental health. Get the children to describe good and bad habits. For example, getting the right amount of sleep each night is a good habit.</li> <li>- Talk about secondary school and how children will need to be organised e.g completing homework on time.</li> </ul>
Week 4	To know who to call in an emergency. To understand what is meant by first aid. H&W	<ul style="list-style-type: none"> <li>- Talk about the procedures of an emergency and calling 999 in an emergency. Explain what common injuries may need first aid - bruises, scalds, bleeds etc. Talk about the basic use of cold compresses, plasters etc.</li> <li>- Give children different scenarios to discuss. What is the best way to deal with these injuries? Tell an adult, do not leave them unattended where possible.</li> <li>- Talk about how important it is to take medicines correctly and that some diseases can be prevented by vaccinations.</li> </ul>
Week 5	To recognise strategies and behaviours that support mental health. H&W	<ul style="list-style-type: none"> <li>- Explain that mental health is just as important as physical health. Discuss who you can talk to if you are feeling anxious or depressed.</li> <li>- Discuss strategies that help mental health e.g good sleep routine, doing good for others, taking part in a hobby.</li> <li>- Discuss who children can talk to if they have any issues with their mental health.</li> </ul>
Week 6	To recognise that feelings can change over time and range in intensity.	<ul style="list-style-type: none"> <li>- What are the everyday things that affect our feelings?</li> <li>- Develop a varied vocabulary to use when talking about feelings.</li> <li>- Explain that it is ok for your feelings to change. Which adults can you talk to?</li> <li>- Recognise if someone acts differently and know who you can talk to in these situations.</li> </ul>

	H&W	- Sometimes changes or loss can make us feel differently. How can we deal with these situations?
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**PSHCE New Assembly Plan Spring 2**

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	Session Objective	Core Learning: Keeping ourselves safe and Drugs and Alcohol.
Week 1	To understand personal identity and who we are. H&W	<ul style="list-style-type: none"> <li>- Talk about what about contributes to personal identity - ethnicity, family, gender, culture, hobbies.</li> <li>- Identify that for some people, gender identity does not correspond with their biological sex.</li> <li>- Explain that we need to recognise other people's individuality and personal qualities. How do we respect each other?</li> <li>- Link this to discrimination and why this is bad. We live in a diverse place. Why is this a good thing?</li> </ul>
Week 2	To understand how to identify strengths and areas for improvement, setting high aspirations and goals. H&W	<ul style="list-style-type: none"> <li>- Talk about what about contributes to personal identity - ethnicity, family, gender, culture, hobbies.</li> <li>- Identify that for some people, gender identity does not correspond with their biological sex.</li> <li>- Explain that we need to recognise other people's individuality and personal qualities. How do we respect each other? Discuss the idea that we are have strengths and weakness.</li> <li>- Discuss the idea that everyone can improve - give examples of sports people etc.</li> <li>- How can we deal with setbacks on our goals?</li> </ul>
Week 3	To recognise and minimise risks in the local environment. H&W	<ul style="list-style-type: none"> <li>- Explain that as the children get older they will have more independence. E.g walking to school on their own, perhaps going out on their own.</li> <li>- How can we stay safe in these situations? E.g making sure we look before crossing the roads, keep our mobiles safe etc.</li> <li>- Discuss road safety and how to stay safe in unfamiliar places (near water, rail)</li> </ul>
Week 4	To recognise risks at home. H&W	<ul style="list-style-type: none"> <li>- Ask children to identify any hazards they might find at home, including any fire risks.</li> <li>- Remind children about the procedures for ringing 999 in an emergency. What information should children give?</li> <li>- Talk about the importance of taking medicines correctly and following instructions on household products.</li> </ul>
Week 5	To understand the risks of drugs and alcohol* H&W	<ul style="list-style-type: none"> <li>- Discuss the risks of alcohol and drugs, both legal and illegal and the impact on your health.</li> <li>- Explain some of the reasons people choose to use or not use drugs.</li> <li>- Talk about the fact that drugs are addictive and can be a difficult habit to break.</li> <li>- Discuss why peer pressure can be dangerous if people are encouraging you to take things you shouldn't.</li> </ul>
Week 6	To explore the mixed messages in the media about substances. H&W	<ul style="list-style-type: none"> <li>- Identify the mixed messages in the media. E.g Vaping now has a bad reputation as it caused some fires.</li> <li>- Why do cigarette packets have nasty pictures of diseased parts on them? E.g blocked arteries.</li> <li>- Why is it good to have safe awareness of these substances? Who can you talk to if you are worried about</li> </ul>

someone?

\*Week 5 and 6 covers the risks of drugs and alcohol. This is also covered in Health week.



### PSHCE New Assembly Plan Summer 1

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	Session Objective	Core Learning: Voting, Shared responsibilities and Communities.
Week 1	To recognise there are laws in every country. To understand about political parties. LWW	<ul style="list-style-type: none"><li>- Explain that there are laws and rules in each country. Ask children to name a few they can remember.</li><li>- Talk about voting and how adults can influence the laws by voting.</li><li>- Ask the children about the prime minister and what his job is.</li><li>- Discuss two or three main political parties and their manifestos.</li></ul>
Week 2	To understand voting laws. LWW	<ul style="list-style-type: none"><li>- Explain to children that you have to be 18 to vote in the UK.</li><li>- Describe what the voting policy looks like. Link to the vote we had in the school before and the procedure e.g register your details and get a voting card.</li><li>- Know that people have different priorities when they vote e.g improved health care, better education.</li><li>-</li></ul>
Week 3	To recognise the importance of protecting the environment. LWW	<ul style="list-style-type: none"><li>- Ask the children: whose responsibility is it to look after the environment? What do we mean by environment?</li><li>- Explain that it is the responsibility of everyone to look after the environment. Create a checklist of ways we can look after the environment.</li><li>- Discuss reducing, reusing, recycling, food choices. What can we do in school to help the environment? Get the Eco team to comment on any initiatives they are doing.</li></ul>
Week 4	To value the different contributions that people make to the community. LWW	<ul style="list-style-type: none"><li>- Know that we live in a diverse community. Why is that a positive thing?</li><li>- Explain that people make contributions to society, both voluntary and involuntary. E.g people contribute to council tax, people pay taxes and this contributes to refuse collection, policing etc.</li><li>- How we can people that are vulnerable in our community?</li></ul>
Week 5	To understand how prejudice can be bad for society. LWW	<ul style="list-style-type: none"><li>- What does prejudice and discrimination mean?</li><li>- Diverse communities can sometime lead to prejudice. Why is this bad for society?</li><li>- If you witness this happening, how can you deal with this? Who can you speak to?</li></ul>
Week 6	Understand how to respectfully disagree in the context of a discussion about a topical issue. LWW	<ul style="list-style-type: none"><li>- Find a topic of debate that is relevant to the news at the moment.</li><li>- Pose a question for children to debate.</li><li>- Help children to debate respectfully and use the language to agree and disagree.</li><li>- Encourage children to justify their answers with evidence. Can children link their answers with their experience of the wider world?</li></ul>





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	<b>Session Objective</b>	<b>Core Learning: Media Literacy and Digital Resilience.</b>
Week 1	To understand the reliability of the internet. <b>LWW</b>	<ul style="list-style-type: none"> <li>- Discuss the ways in which the internet can be positive and negative.</li> <li>- Is everything you read or see on the internet true? How can we decide whether the source is reliable?</li> <li>- On search engines, how can we make sure we are choosing reliable websites?</li> </ul>
Week 2	.To recognise which things are appropriate to share on the internet. <b>LWW</b>	<ul style="list-style-type: none"> <li>- What things are appropriate to be shared on the internet? Talk about digital footprints and how things can stay on the internet even if we don't want them to.</li> <li>- What rules are there about distributing images on the internet?</li> <li>- Who can we report to if we see something inappropriate on the internet?</li> <li>- Discuss basic data laws.</li> </ul>
Week 3	To recognise that images and text can be manipulated.	<ul style="list-style-type: none"> <li>- Ask the question: is everything real on the internet?</li> <li>- Give examples (child appropriate) of images or text that have been manipulated.</li> <li>- Decide on strategies we can use to decide if an image/ is authentic.</li> <li>-</li> </ul>
Week 4	To understand money and how to pay for things. <b>LWW</b>	<ul style="list-style-type: none"> <li>- Talk about the different ways to pay for things e.g cash, contactless, card</li> <li>- How do we earn money? Discuss that people get money by working.</li> <li>- What qualities do we need to look after our money?</li> <li>- Talk about smart ways of saving money.</li> <li>-</li> </ul>
Week 5	To think about attributes needed in career choices.* <b>LWW</b>	<ul style="list-style-type: none"> <li>- Link to aspirations week. Recap on aspirations and possible career choices.</li> <li>- Discuss what attributes are needed to get a job e.g teamwork, punctuality, computer skills etc.</li> <li>- Discuss that some jobs get paid more than others and discuss what might influence career choices e.g personal interests, family connections to certain trades and businesses.</li> </ul>
Week 6	To understand changes and how to cope with them. <b>LWW</b>	<ul style="list-style-type: none"> <li>- Explain that it is normal to feel anxious about changes in our lives. We may feel anxious about moving into a new year group or moving into a new school. Ask the children to share any worries or concerns they have.</li> <li>- Talk about how we can cope with the changes and how we can get help from others around us.</li> <li>- Ask children to share one thing they are looking forward to next year.</li> </ul>

\* Week 5– To think about our career aspirations – also covered during aspirations week.