Corporation Road Community Primary School
PSHE LTP

PSHE: Year 5	
Vision: Relationships, sex and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and lessons within the programme, whilst teaching them about rights and responsibilities. Children in our school, learn to appreciate what it means to be a positive member of a diverse, multicultural society.	
Domains	**Key Concepts**
Rights and Responsibilities	Living in the Wider World, Relationships and Health & Wellbeing
Feelings and Friendships	Relationships and Health & Wellbeing
Money	Living in the Wider World, Relationships and Health & Wellbeing
Safety and Risk	Living in the Wider World, Relationships and Health & Wellbeing
Health	Relationships and Health & Wellbeing
Identity	Living in the Wider World, Relationships and Health & Wellbeing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Domain: **Rights and Responsibilities**	**Domain:** **Feelings and Friendships**	**Domain:** **Identity**	**Domain:** **Health**	**Domain:** **Money**	**Domain:** **Rights and Responsibilities**
Key Concepts: - Relationships	**Key Concepts:** - Health & Wellbeing	**Key Concepts:** - Living in the Wider World	**Key Concepts:** - Health & Wellbeing - Relationships	**Key Concepts:** - Living in the Wider World - Health & Wellbeing	**Key Concepts:** - Health & Wellbeing - Living in the Wider World - Relationships
End Point: **Rights and Responsibilities** For children to understand that they have a role within their local and wider community and to know that, as citizens, we can work together to make the world a better place. For children to develop the necessary knowledge and skills to become good citizens, being aware of their own mental health and wellbeing as well as the mental health and wellbeing of others. Children will know that they have rights and know how to protect them.	**End Point:** **Feelings and Friendship** Children will be able to communicate and manage their own feelings as well as respond to a wide range of feelings in others. Children will know what constitutes healthy relationships and will have strategies to deal with negative things if/when they arise. Children will know that relationships and families can be diverse and that the important part is that they are positive and healthy. Children will have an understanding of how our bodies change, feelings which may arise and how to cope with these	**End Point:** **Identity** For children to have a clear sense of their own identity. Children will understand that we all have similarities and difference which make us unique. Children will have an understanding of what it means to belong to a community and that we belong to a diverse community.	**End Point:** **Health** Children will know what contributes to a healthy lifestyle and how to have a positive impact on their physical, mental and emotional health. Children will know the importance of making healthy choices as well as having a balanced diet.	**End Point:** **Money** Children will understand what money is and the role it plays in their own and other's lives. Children will know and have experience of how they can work with others to plan and reach given goals when raising money e.g. for school or charity.	**End Point:** **Rights and Responsibilities** For children to understand that they have a role within their local and wider community and to know that, as citizens, we can work together to make the world a better place. For children to develop the necessary knowledge and skills to become good citizens, being aware of their own mental health and wellbeing as well as the mental health and wellbeing of others. Children will know that they have rights and know how to protect them.

What does discrimination mean?	emotions as well as how to keep themselves clean. How do we grow and change?	What makes a community?	What are healthy choices?	How can we manage our money?	How can we manage risk?
- that their actions affect themselves and others - to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) - how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) - that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) - to recognise and challenge stereotypes - about the difference between, and the terms associated with, sex, gender identity and sexual orientation	- to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these - about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement - that bacteria and viruses can affect health and that following simple routines can reduce their spread - how their body will, and their emotions may, change as they approach and move through puberty	- what being part of a community means, and about the varied institutions that support communities locally and nationally - to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom - to consider the lives of people living in other places, and people with different values and customs	- what positively and negatively affects their physical, mental and emotional health - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' - what is meant by the term 'habit' and why habits can be hard to change - which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe - that their actions affect themselves and others	- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer - to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves	- to differentiate between the terms, 'risk', 'danger' and 'hazard' - to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience - to recognise how their increasing independence brings increased responsibility to keep themselves and others safe - how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media - to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong - strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others - how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request - to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk - that their actions affect themselves and others

Ongoing	Relationships: - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view Living in the Wider World: - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people