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| **Time 4 Us – Year 5 Curriculum Map 2022/2**C:\Users\LouLou\Documents\19- 20\PSHCE\logo.png**3** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Respect** | **Positive Relationships** | **Digital Literacy** | **Keeping Safe** | **Ourselves** | **Aspirations** |
| **Time for Us** | **Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination**   * to recognise that everyone should be treated equally * why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own * what discrimination means and different types of discrimination e.g. racism, sexism, homophobia * the impact of discrimination on individuals, groups and wider society * ways to safely challenge discrimination * how to report discrimination online   **Belonging to a community Protecting the environment; compassion towards others**   * + about how resources are allocated and the effect this has on individuals, communities and the environment   + the importance of protecting the environment and how everyday actions can either support or damage it   + how to show compassion for the environment, animals and other living things   + to express their own opinions about their responsibility towards the environment | **Families and friendships Managing friendships and peer influence**   * + what makes a healthy friendship and how they make people feel included   + strategies to help someone feel included   + about peer influence and how it can make people feel or behave   + the impact of the need for peer approval in different situations, including online   + strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication   + that it is common for friendships to experience challenges   + strategies to positively resolve disputes and reconcile differences in friendships   + that friendships can change over time and the benefits of having new and different types of friends   + how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable * when and how to seek support in relation to friendships | **Media literacy and Digital resilience How information online is targeted; different media types, their role and impact**   * + to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise   + basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased   + that some media and online content promote stereotypes   + how to assess which search results are more reliable than others   + to recognise unsafe or suspicious content online   + how devices store and share information * safe use of devices when out and about | **Safe relationships Physical contact and feeling safe**  • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations  • how to ask for, give and not give permission for physical contact  • how it feels in a person’s mind and body when they are uncomfortable  • that it is never someone’s fault if they have experienced unacceptable contact  • how to respond to unwanted or unacceptable physical contact  • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about  • whom to tell if they are concerned about unwanted physical contact  •that female genital mutilation ( FGM) is against British law and what to do and whom to tell if they think they or someone they know might be at risk. **( See guidance saved in Google docs)**  •strategies for keeping safe in the local environment or unfamiliar places (rail,water,road) and firework safety; safe use of digital devices when out and about) (H41) | **Physical and emotional changes in puberty; external genitalia; personal hygiene routines;**  Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  •how to identify external genitalia and reproductive organs (H30)  • about the physical and emotional changes during puberty (H31)  • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams (H31)  • strategies to manage the changes during puberty including menstruation (H31)  • the importance of personal hygiene routines during puberty including washing regularly and using deodorant (H32)  • how to discuss the challenges of puberty with a trusted adult (H34)  • how to get information, help and advice about puberty (H34)  • Strategies to manage transitions (H36)  Recommended resources to support teaching about periods<https://bettyforschools.co.uk/> | **Work -Identifying job interests and aspirations**   * to identify jobs that they might like to do in the future * about the role ambition can play in achieving a future career * how or why someone might choose a certain career * to recognise that there are human rights, and they are there to protect everyone * about the relationships between rights and responsibilities |