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| **Time 4 Us – Year 5 Curriculum Map 2020/21**C:\Users\LouLou\Documents\19- 20\PSHCE\logo.png |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Respect** | **Positive Relationships** | **Digital Literacy** | **Mental****Wellbeing** | **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
 | **Mental wellbeing*** that mental health is just as important as physical health and that both need looking after
	+ to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
	+ how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings
	+ that there are situations when someone may experience mixed or conflicting feelings
	+ how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
	+ to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
	+ identify where they and others can ask for help and support with mental wellbeing in and outside school
	+ the importance of asking for support from a trusted adult
 | **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) | **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
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| **Keeping Safe** | **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.•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) |
| **Being Healthy** | **Healthy sleep habits; sun safety; medicines,** •how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke**Keeping safe, Keeping safe in different situations, including responding in emergencies and first aid**• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour •how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services |