

ST.HUGH'S CATHOLIC PRIMARY – MEDIUM TERM PLANNING - KEYSTAGE 2 (YEAR 5)



RHE - TEN TEN - LIFE TO THE FULL /PSHE - PSHE MATTERS

Module and Unit Title	Key Knowledge and Skills Life to the Full Ten:Ten	<u>PSHE Matters</u> <u>Year A</u>	<u>PSHE Matters</u> <u>Year B</u>
Module 1 Unit 1 Calming the storm	<ul style="list-style-type: none"> We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! 	<u>Being Healthy</u> <ul style="list-style-type: none"> ➤ Exploring what affects their physical, mental and emotional health. Understanding the concept and benefits of a balanced healthy lifestyle. ➤ Exploring how we make choices about the food we eat. ➤ Identifying how to make informed choices. Developing skills to make their own choices. Recognising how images in the media do not always reflect reality. ➤ Setting simple but challenging goals. ➤ Exploring what is meant by the term habit and 	<u>Being Me</u> <ul style="list-style-type: none"> ➤ Exploring different kinds of responsibilities at school and in the community. ➤ Identifying what being part of a community means. ➤ Identifying that differences and similarities between people arise from a number of factors. <u>Money Matters</u> <ul style="list-style-type: none"> ➤ Understand how finance plays an important part in people's lives. ➤ Understanding about being a critical
Module 2 Unit 1 Is God Calling You? Under Pressure	<ul style="list-style-type: none"> To know that God calls us to love others. To know ways in which we can participate in God's call to us. Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure 		
Module 2 Unit 2 Do you want a piece of cake?	<ul style="list-style-type: none"> Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no' 		

<p>Self Talk</p>	<ul style="list-style-type: none"> • Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; • Apply this approach to personal friendships and relationships. 	<p>why habits can be hard to change</p>	<p>consumer.</p> <ul style="list-style-type: none"> ➤ Developing an understanding of the concepts of interest, loan, debt and tax. ➤ Identifying how resources are allocated and the effects on individuals, communities and the environment. ➤ Developing enterprise skills. Critiquing how social media presents information. Recognising and managing dares.
<p>Module 2 Unit 3</p> <p>Sharing Isn't always caring</p>	<ul style="list-style-type: none"> • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages 	<p><u>Bullying Matters</u></p> <ul style="list-style-type: none"> ➤ Understanding that their actions affect themselves and others. ➤ Developing strategies for getting support for themselves or for others at risk. ➤ Identifying that differences and similarities arise from a number of factors. ➤ Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling'). ➤ Knowing how to recognise bullying and abuse in all its forms. 	<p><u>Changes</u></p> <ul style="list-style-type: none"> ➤ Exploring how images in the media and online do not always reflect reality. Identify the intensity of feelings. ➤ Recognising conflicting feelings. ➤ That simple hygiene routine can prevent the spread of bacteria. ➤ Identify pressures and
<p>Cyber Bullying</p>	<ul style="list-style-type: none"> • What the term cyberbullying means and examples of it • What cyberbullying feels like for the victim • How to get help if they experience cyberbullying 	<p><u>Being Responsible</u></p> <ul style="list-style-type: none"> ➤ Research, discuss and debate topical issues. ➤ Identify why rules are needed in different situations. Understanding 	
<p>Types of abuse</p>	<ul style="list-style-type: none"> • To judge well what kind of physical contact is acceptable or unacceptable and how to respond • That there are different people we can trust for help, especially those closest to us who care for us, 		

<p>Impacted lifestyles</p>	<p>including parents, teachers and priests</p> <ul style="list-style-type: none"> • About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. • How to make good choices about substances that would have an impact on their health. • That our bodies are created by God, so we should take care of them and be careful about what we consume. 	<p>that there are human rights to protect everyone.</p> <ul style="list-style-type: none"> ➤ To understand there are some cultural practices against British law. ➤ Explore rights and responsibilities at home, school, community and the environment. ➤ Develop skills to carry out responsibilities. ➤ Explore others' points of view. Explore what being part of a community means and how they belong. 	<p>influences. Understanding changes that happen at puberty.</p> <ul style="list-style-type: none"> ➤ Understanding what puberty and human reproduction is. Identifying qualities of a healthy relationship ➤ About committed loving relationships. - About differences and similarities between people, but understand everyone is equal. ➤ Debate topical issues.
<p>Making Good choices</p>	<ul style="list-style-type: none"> • Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco • Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies. 	<p><u>Difference and Diversity</u></p> <ul style="list-style-type: none"> ➤ Identifying how to listen and respond respectfully to a wide range of people. ➤ Recognising the factors that make people the same or different. 	<p><u>Growing up</u></p> <ul style="list-style-type: none"> ➤ Exploring how images in the media and online do not always reflect reality. Identify the intensity of feelings. ➤ Recognising conflicting feelings. ➤ That simple hygiene routine can prevent the spread of bacteria. - Identify pressures and influences. ➤ Understanding changes that happen at puberty. Understanding what puberty and human reproduction is.
<p>Giving Assistance</p>	<ul style="list-style-type: none"> • The recovery position can be used when a person is unconscious but breathing • DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance 	<p>Recognising the nature and consequences of discrimination.</p> <p>Recognising and challenging stereotypes.</p> <ul style="list-style-type: none"> ➤ Understanding the correct use of the terms sex, 	
<p>Module 3 Unit 1</p>	<ul style="list-style-type: none"> • God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. 		

<p>The Trinity</p> <p>Catholic Social Teaching</p> <p>Module3 Unit 2</p> <p>Reaching Out</p>	<ul style="list-style-type: none"> • The Holy Spirit works through us to share God's love and goodness with others. • The principles of Catholic Social Teaching • That God formed them out of love, to know and share His love with others • Apply the principles of Catholic Social Teaching to current issues. • Find ways in which they can spread God's love in their community 	<p>gender identity and sexual orientation.</p> <ul style="list-style-type: none"> ➤ <u>Relationships</u> ➤ Recognising what a healthy relationship is. ➤ Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. ➤ Recognising different types of relationship, including those between acquaintances, friends, relatives and families. Understanding the true meaning behind civil partnerships and marriage. ➤ Resolving conflicts. ➤ Recognising that forcing anyone to marry is a crime. Understanding about confidentiality and about times when it is necessary to break a confidence. <p><u>Exploring Emotions</u></p> <ul style="list-style-type: none"> ➤ Recognising a wider 	<p>Identifying qualities of a healthy relationship - About committed loving relationships.</p> <ul style="list-style-type: none"> ➤ About differences and similarities between people, but understand everyone is equal. ➤ Debate topical issues. <p><u>Drug Education</u></p> <ul style="list-style-type: none"> ➤ Knowing how to make informed choices. Identifying a range of drugs/substances and assessing some of the risks/effects. Identifying influences and when an influence becomes a pressure ➤ Developing skills of how to ask for help. ➤ Identify basic emergency procedures. ➤ Understanding the term 'habit' and why habits can be hard to change.
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			<p>particularly online</p> <ul style="list-style-type: none">➤ Understanding how to become digitally responsible.➤
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** All Children in Year 5 will also ensure they cover objectives related to Puberty and Menstruation.