



## PSHE Learning Sequence Document – Year 5/6 – year B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Health and wellbeing	Living in the wider world	Health and wellbeing	Relationships	Health and wellbeing	Living in the wider world
Enquiry Questions:	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Learning outcomes	Ourselves, growing and changing.	Economic wellbeing: money	Keeping safe	Safe relationships	Drugs, alcohol and tobacco.	Economic wellbeing: aspirations, work and career
PSHE programme of study focus:	H25, H26, H27, R32, L9	R34, L17, L18, L20, L21, L22, L24	H43, H44	R1, R18, R24, R26, R29, L11, L15	H1, H3, H4, H46, H47, H48, H50	L26, L27, L28, L29, L30, L31, L32
Prior learning:	At Blackwater we use the PSHE association plan. This is a spiral program. Lessons form a spiral curriculum through the primary years, the half-termly unit themes are revisited every year and lesson plans are sequenced in a similar way for each year group, with similar themes and age-appropriate learning opportunities across each year.					
Sequence of learning:	1.How to recognise and respect similarities and differences between people and what they have in common with others 2.That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) 3.How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) 4.About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others 5.How to challenge stereotypes and assumptions about others	1.How people make decisions about spending and saving money and what influences them 2.How to keep track of money so people know how much they have to spend or save 3.How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) 4.How to recognise what makes something 'value for money' and what this means to them 5.That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions	1.How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions 2.That if someone has experienced a head injury, they should not be moved 3.When it is appropriate to use first aid and the importance of seeking adult 4.The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services	1.About the different types of relationships people have in their lives 2.How friends and family communicate together; how the internet and social media can be used positively 3.How knowing someone online differs from knowing someone face-to-face 4.How to recognise risk in relation to friendships and keeping safe 5.About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family 6.How to respond if a friendship is making them feel worried, unsafe or uncomfortable 7.How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	1.How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing 2.That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal 3.How laws surrounding the use of drugs exist to protect them and others. Why people choose to use or not use different drugs 4.How people can prevent or reduce the risks associated with Them. That for some people, drug use can become a habit which is difficult to break 5.How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use 6.How to ask for help from a trusted adult if they have any worries or concerns about drugs	1.That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime That some jobs are paid more than others and some may be voluntary (unpaid) 2.About the skills, attributes, qualifications and training needed for different jobs 3.That there are different ways into jobs and careers, including college, apprenticeships and university 4.How people choose a career/job and what influences their decision, including skills, interests and pay 5.How to question and challenge stereotypes about the types of jobs people can do 6.How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
End Point:	Children can describe the factors that contribute to a person's identity.	Children know how people may manage their money and effective ways of doing so.	Children know the procedures for how to act in an emergency.	Children know the risks associated with staying safe online.	Children know the risks and the laws around illegal drugs, alcohol and tobacco.	Children have an understanding of different career paths.
Vocabulary	stereotype, biological sex, ethnicity, culture, culture	credit card, savings, loans, current account, finance	scald, chokes, allergy, asthma, emergency services	Trust, privacy, consent, risk, respect	Nicotine, caffeine, alcohol, legal, illegal	Aspirations, career, entrepreneur responsibility, earnings