PSHE Learning Sequence Document – Year 5/6 – year A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Health and wellbeing	Health and wellbeing	Living in the wider world	Living in the wider world	Relationships	Relationships
Enquiry Questions:	How can we keep healthy as we grow?	How can we keep healthy as we grow?	How can the media influence people?	How can the media influence people?	What will change as we become more independent?	How do friendships change as we grow?
Learning outcomes:	Healthy lifestyles (physical and mental wellbeing)	Keeping safe	Media literacy and digital resilience	Media literacy and digital resilience	Families and close positive relationships	Families and close positive relationships
PSHE NC focus:	H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10		H49, R34, L11, L12, L13, L14, L15, L16, L23		H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	
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. To understand how mental and physical health are linked 2. To learn how positive friendships and being involved in activities such as clubs and community groups support wellbeing 3. To know how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices 4. To understand that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one 5. To know legal and illegal drugs can affect health and how to manage situations involving them	1. How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school 2. That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on 3. That anyone can experience mental ill-health and to discuss concerns with a trusted adult 4. That mental health difficulties can usually be resolved or managed with the right strategies and support 5. That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else	1. How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions 2. That not everything should be shared online or social media and that there are rules about this, including the distribution of images 3. That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions 4.How text and images can be manipulated or invented; strategies to recognise this 5. To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts 6.To recognise unsafe or suspicious content online and what to do about it	1. How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them 2. How to make decisions about the content they view online or in the media and know if it is appropriate for their age range 3. How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue 4. To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have 5. To discuss and debate what influences people's decisions, taking into consideration different viewpoints	1. That people have different kinds of relationships in their lives, including romantic or intimate relationships 2. That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another 3. That adults can choose to be part of a committed relationship or not, including marriage or civil partnership 4. That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime 5. How puberty relates to growing from childhood to adulthood	1. About the reproductive organs and process - how babies are conceived and born and how they need to be cared for 2. That there are ways to prevent a baby being made 3. How growing up and becoming more independent comes with increased opportunities and responsibilities 4. How friendships may change as they grow and how to manage this 5. How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
End Point:	Children can describe healthy and unhealthy habits and the impact on mental health.	Children can describe how to look after their mental health.	Children know the risks associated with information online.	Children know the risks associated with information online.	Children can describe different types of relationship and can identify traits of a positive relationship.	Children know changes that may occur as they get older and know how to manage the change.
Vocabulary	Nutrition, exercise, hydration, sleep, hygiene, fitness	balanced (as in balanced lifestyle), choices (as in healthy choices), mental health, wellbeing, female genital mutilation	Persuasion, fact, opinion, advertising, influence	Misinformation, bias, critical thinking, resilience, reputation	Relationships, consent, puberty, hormones, commitment.	penis, vagina, testicles, uterus, ovaries.

Online safety is taught as part of this programme of study and additionally throughout KS2 using the Natterhub programme.