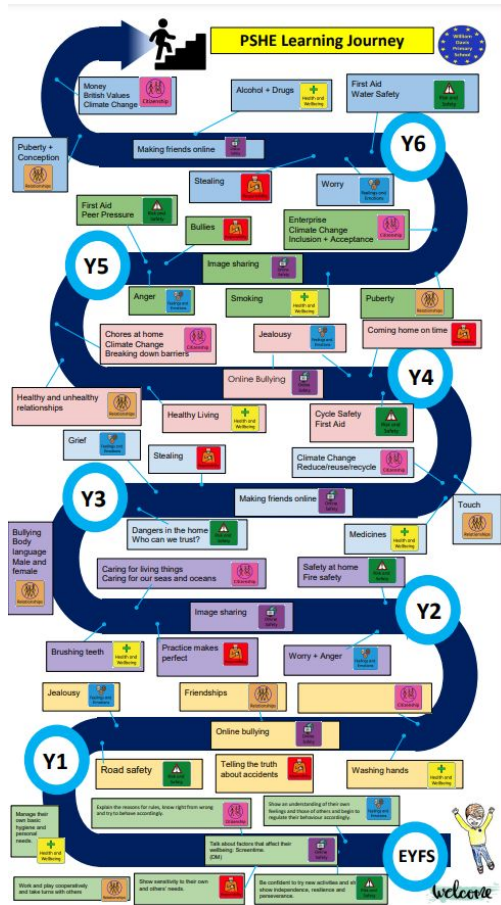


# Year 5 PSHE Curriculum at William Davis



# Learning Journeys



The Curriculum for each subject is mapped out in a 'Learning Journey'. This shows the curriculum journey from Reception to Year 6. It shows how the 'Big Ideas' for each subject are revisited and built upon.

It helps teachers to know what has already been learned and what children will learn next. They can see clearly where their current subject study fits in to the bigger picture.

# The RHE Curriculum

- A statutory curriculum for primary and secondary schools.
- Greater emphasis on online safety, mental health, equality and safeguarding children against abuse.

## Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by **'relationships and health education'** on GOV.UK.

## Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body


You can find further detail by searching **'relationships and health education'** on GOV.UK.

# Science

**SCIENCE** Animals, including humans Year      Term     

**human gestation**

gestation is the growth and development of a baby before it is born



<b>8 weeks</b> 56 days 1.5 cm	<b>16 weeks</b> 112 days 13 cm	<b>24 weeks</b> 168 days 20 cm	<b>32 weeks</b> 224 days 42 cm	<b>40 weeks</b> 280 days 50 cm
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**embryo** 0 - 7 weeks

**foetus** - the name of an unborn baby from 8 - 40 weeks that grows in the **womb**

**foetus** means offspring

**foetus**

**adolescence** Start of puberty to adult

**human life cycle**

0 - 1 baby

1 - 3 toddler

3 - 12 child

13 - 19 teenager

20 - 64 adult

65 - older adult

**life expectancy** - the length of time a human is expected to be alive

**pubic hair** is body hair found around the **genital** area of **adolescent** and adult humans

**puberty** is the start of **adolescence**

**adolescence** - origin from *Latin* meaning **growing** and **youthful**

**adolescence** is when children start changing into an adult

**girls**

- grow taller
- unexplained mood swings
- pubic hair starts to grow
- hair starts to grow under armpits
- breasts start to develop
- periods start, preparing a girl's body for having a baby one day

**boys**

- grow taller
- unexplained mood swings
- pubic hair starts to grow
- hair starts to grow under armpits
- voice breaks

**CUSP**

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## Statutory science content for Year 5:

### Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

### Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

# How do we approach Relationships and Health Education at William Davis?

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Age- appropriate;

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Focus on building positive and respectful relationships;

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Understanding and respecting similarities and differences;


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Supporting the safeguarding of children.

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In order to do these things, it is essential to show the children images of different people, families, places, food, places of worship etc and to discuss these sensitively but honestly.

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# The PSHE Curriculum at WD

## PSHE Big Ideas








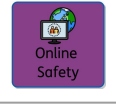

Personal, Social, Health Education includes the new RHE curriculum but also covers other topics.

The 'Big Ideas' are revisited each year so that children's learning is built upon and their understanding deepens.

This is called our 'learning Journey'.

Share the LJ document

# The Year 5 PSHE Curriculum

 <p>Feelings and Emotions</p>	Identifying feelings/ anger
 <p>Responsibility</p>	Standing up against bullying
 <p>Health and Wellbeing</p>	Smoking
 <p>Relationships</p>	Puberty
 <p>Citizenship</p>	Human activity and climate change. Inclusion and acceptance: Respecting difference
 <p>Online Safety</p>	Making friends online
 <p>Risk and Safety</p>	Peer pressure First Aid

# Puberty

## Year 5 – Lesson 1

Lessons are taught in single sex groups to support the children feeling relaxed.

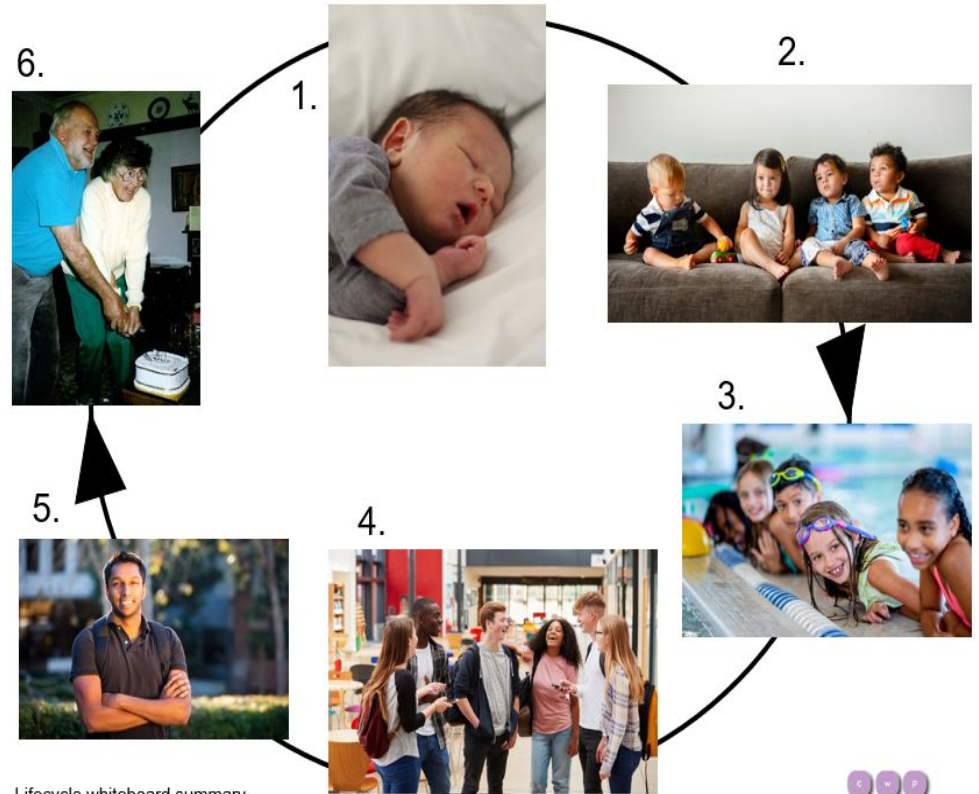
In Year 5 we learn about the changes we experience during puberty.

Children explore the human lifecycle and identify some basic facts about puberty.



# Puberty Year 5

This is also part of the  
Year 5 science curriculum.



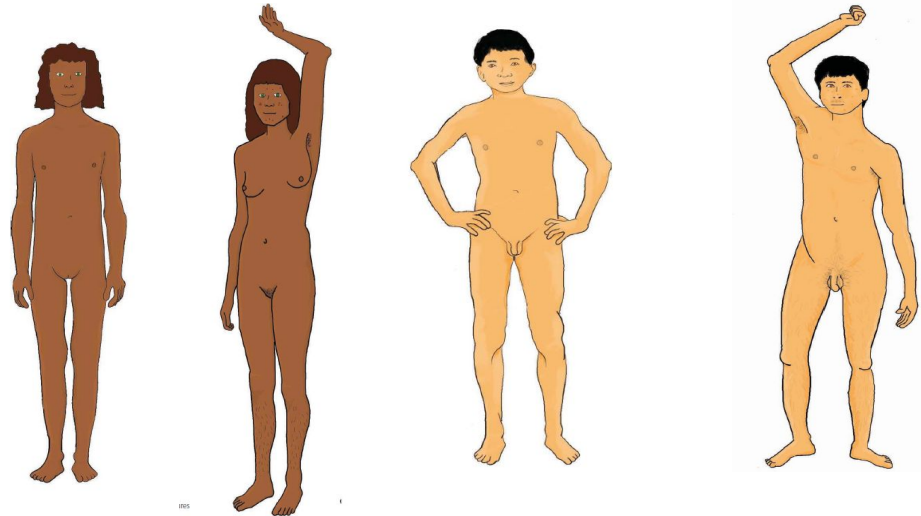
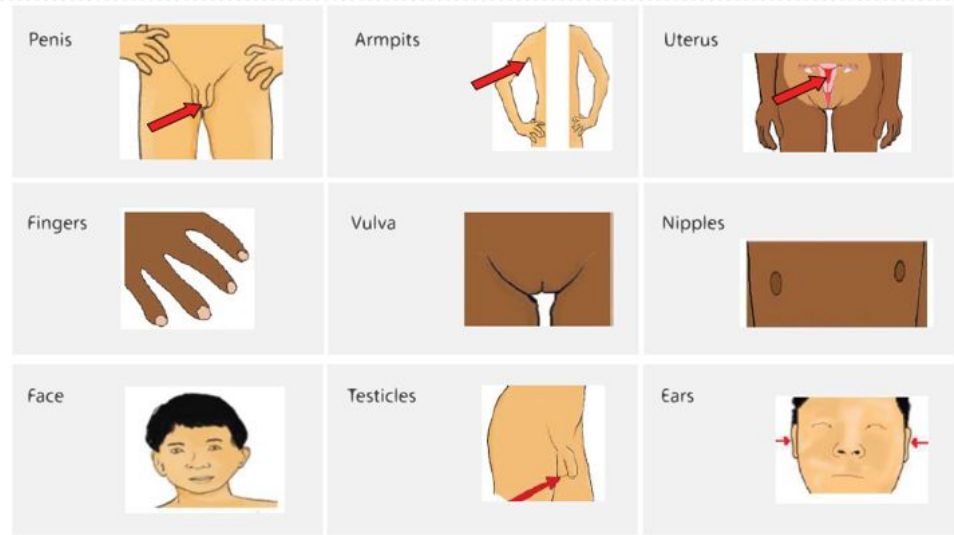
Lifecycle whiteboard summary

# Puberty

## Year 5

The children revisit the learning from Year 2 and remember the names of male and female body parts.

The children learn and identify the changes they will experience during puberty.



# Puberty – Year 5

The children take part in a sorting activity- matching images to statements about puberty

## Puberty Card Sort

1. Between the ages of 8 and 16 the human body changes a lot both inside and out. This is called puberty.

**8 - 16**

2. Chemicals called hormones make the changes happen. We all change at different times and in different ways because we are all unique.



3. People get more hair on their bodies including facial hair, armpit hair and hair around the private parts.



4. Armpits start to smell, and people might choose to use a deodorant.



## Puberty Card Sort

5. The skin becomes oilier and teenagers may get spots.



6. Teenagers' moods can go up and down. They can get strong feelings for others and may get a boyfriend or girlfriend.



7. Females develop breasts. They start to have their period, a tiny egg is released each month and there is a small amount of bleeding.



## Body Changes

Changes that happen in puberty...	Male	Female	Everyone
Grows taller			
Has hair under the arms			
Develops pubic hair			
Grows hair on the face			
Private parts grow bigger			
Breasts grow			
Hair on legs			
Periods start			
Voice gets deeper			
Has mood swings			

They complete a tick sheet, identify changes that happen to males/females and everyone.

Christopher  
Winters –  
Year 5 –  
Lesson 3

In Year 5 the children learn about the menstruation.

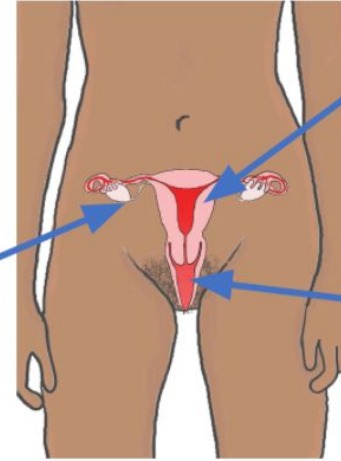
They learn the scientific names for the female body parts and what changes will occur in this part of the body during puberty.

# Christopher Winters – Year 5

They learn about the female body parts that change during the menstrual cycle.

## Ovaries

There are two ovaries – they are connected to the uterus by the fallopian tubes. The ovaries contain the female sex cells which are called eggs or ova.



## Uterus

The uterus is sometimes called the womb. If a female chooses to have a baby the uterus is where the baby develops

## Vagina

The vagina is the passageway that connects the uterus to the outside of the body.

# 1decision PSHE Knowledge Organiser

Module: A World Without Judgement

Topic: Inclusion and Acceptance and Adults' & Children's Views



Years  
5

## Key Facts

- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- Other people's families, either in school or in the wider world, sometimes look different from your family, but you should respect those differences and know that other children's families are also characterised by love and care for them
- It is important to respect others, even when they are very different from you (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

## I will learn the following new words/phrases:

<b>Inclusion</b>	<i>Including or being included within a group or structure.</i>
<b>Acceptance</b>	<i>Agreeing that a person is equal to you or your group, despite their differences.</i>
<b>Discrimination</b>	<i>Treating a person or group unfairly because of their race, sex, sexuality etc.</i>
<b>Unique</b>	<i>Being the only one of its kind; unlike anything else.</i>
<b>Anti-social</b>	<i>Actions that harm or lack consideration for the well-being of others.</i>
<b>Hate crime</b>	<i>Crimes that are targeted at a person because of hostility or prejudice towards that person's disability, race or ethnicity, religion or belief, sexual orientation or transgender identity.</i>

## By the end of this topic, I should:

- identify some of the ways in which we are different and unique
- explain some of the elements which help us to have a diverse community
- describe strategies to overcome barriers and promote diversity and inclusion

## Ask me a question!

- How are we all different?
- How can we help people who are discriminated against?
- Can you describe the different groups that can make a community?





# Children consider the following questions..

1. What is equality?
2. Is everyone equal?
3. Should you treat someone unkindly because they are different to you?
4. Do you follow a religion and what other religions do you know of?

They watch videos of children and adults discussing the same questions.



- identify some of the ways in which we are different and unique
- explain some of the elements which help us to have a diverse community
- describe strategies to overcome barriers and promote diversity and inclusion

Here are some of Darlee's ideas. Are they the same as yours?

Different interests

Different family backgrounds

Different accents

Different hair colour

Different body shapes

Different height

Different cultural backgrounds

Different shoe size

Different attitudes

Can you think of any more?



Let's have a closer look at how we can have different types of friends and different family backgrounds.

As a class, small group, or in pairs, discuss the following:

Apart from the differences we have already discussed, is there anything else that can set us apart as individuals?



The children consider ways we are all different and how families can be different. This includes married/ living with extended family/ grandparents/ single parents/same sex/ adopted families.

The children consider whether it is OK to treat someone unkindly because they have a different kind of family to you.