



Year 5 Ash Grove Academy PSHE Education Curriculum

Whenever relevant, PSHE lessons in Year 5 will make explicit reference to linked **British Values** and to '**protective factors**' - the things that children have or can build in their lives that create a 'protective shield' against known risks. The **Resilience Framework** (*Hart & Blincow*) and associated activities may be useful additional resources. Both the protective factors and the resilience framework can be found at the end of this curriculum document. When appropriate, staff will signpost children to **further help and support**.

AUTUMN TERM

Overarching objective:

For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.
- PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).
- Counter-arguments (rebuttals) will be made respectfully.

Start of autumn term: Co-build class rules and Rights Respecting Class Charter

To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations, and how to take part in making and changing rules

- give reasons for why it is a shared responsibility to contribute to the classroom and school life
- identify the different contributions that pupils make and how this affects the classroom
- explain how class/group rules help them to learn and make the classroom a safe place
- identify what can happen if class/group rules are not followed
- explain that rules and laws exist to keep us safe and healthy
- explain why different rules are needed in different situations
- explain what is meant by a democracy
- describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP)

Key questions:

- *Why do we have rules and laws?*
- *What are rules and laws for/designed to do?*
- *Why is it important to take responsibility in a school community?*
- *Why is it important that people care for their school community?*
- *How can someone show that they are contributing to their school community in a positive way?*
- *Why might rules be different in different situations?*
- *What rules do you need to follow to ensure your safety and protection?*

First PSHE lesson(s) of autumn term:

- * Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these mean; add actions for each one to secure retrieval.
- * Introduce the term *protective factors* and explain in terms of a 'protective shield' of things in our lives that help us stay safe, happy and healthy.
- * Introduce the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative



Living in the Wider World – Belonging to a community; Money, work and aspirations

Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

Autumn 1: Introducing the Zones of Regulation (6 lessons) - supporting resources can be found on SharePoint or in the Zones of Regulation handbook

Co-build a Zones of Regulation wall display in the classroom during this unit.

Lesson 1	<p><i>AIM: Introduce the zones, students expand and develop emotions vocab</i></p> <p>Play some age-appropriate emotions games. Explain the colours/zones and how we might be moving/feeling in each zone. Ask ‘why do you think sorting your feelings into zones will help you?’ and ‘How will it help you to understand each other?’ Finish with going through the ‘check-in’ process for the mornings.</p> <p>** Make sure ‘check-ins’ happen every day from now on, starting as soon after this lesson as possible. **</p>
Lesson 2	<p><i>AIM: Children increase emotions vocab, students increase recognition of facial expressions, deepen zones understanding</i></p> <p>Play an age-appropriate warm-up game. Recap zones. Play some age-appropriate games or role play to help children identify which emotion is being shown and which zone it would be in. Discuss and explore why it is important to read people’s facial expressions and body language to understand what zone they’re in. End with a game – eg Zones Bingo, or guess the emotion/zone</p>
Lesson 3	<p><i>AIM: Learn to identify the zones in others, students gain awareness of how others perceive people in different zones, students learn how the zone they are in can affect people around them, get better at observing and recognising the zones.</i></p> <p>Play a warm-up game. Recap zones. Question: Have you ever considered how the zone you are in can impact other people? Watch a section of a film (eg Monsters Inc, Inside Out, Zootropolis). During the clip, ask questions such as, What thoughts might this character be having? How do the other characters react to this character? Can this character interact with the other characters when they are in the red/yellow zone? Ask, What is an ‘unexpected’ behaviour? How does it change the way we feel or behave? Final questions: Did the characters all get along when they were in different zones? In which zone were the characters most successful? In what zone do you feel you get along best with others?</p>



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Lesson 4	<p><i>AIM: Children gain increased awareness of how they feel and act in each zone, children improve their ability to identify the zone they are in.</i></p> <p>Warm up game – Blob Tree</p> <p>Quick scenarios game – which zone would you put this person in?</p> <p>Explain that we are learning how everyone moves through all of the zones every day. Ask ‘Do you think that our bodies give signals that help us know which zone we are in?’ Discuss.</p> <p>Support children to identify what puts them in each zone, how they feel and move in each zone, and how their body shows them which zone they are in.</p> <p>Check out: Why was that helpful today? Why is it helpful to you and others to know what zone you are in? How can that help support you communicate and ask for help when you need it?</p>
Lesson 5	<p><i>AIM: Understand the zone they are in and what strategies they can personally use to manage that; use these strategies to build an individual ‘toolbox’.</i></p> <p>Age-appropriate warm-up game</p> <p>Ask ‘What would you find in a toolbox?’ ‘What do you use each of these tools for?’ listen and discuss.</p> <p><i>Looking for the idea that tools help us ‘fix’ things help us to ‘mend’ things helps you ‘solve a problem’. The emphasis on ‘you’.</i></p> <p>Ask ‘why do you need a variety of tools in a box?’</p> <p><i>Looking for, each tool does a different job and so you need many so you can solve each different problem.</i></p> <p>Talk about how we will be building a ‘toolkit’ that will be full of emotional tools for the <u>children to use to help themselves</u>. This will help them to regulate their feelings and what zone they are in.</p> <p>Support the children to identify what ‘tools’ they can personally use to support themselves whist in each zone.</p> <p>Finish with explaining this was their own toolkit, but next week we will create a class toolkit to support the whole class dynamic.</p>
Lesson 6	<p><i>AIM: To build a class toolkit, to be confident identifying the zones.</i></p> <p>Age-appropriate warm-up game.</p> <p>Play ‘Tools I-spy’ in pairs.</p> <p>Together co-build a class toolkit for each zone.</p> <p>Once built, re-cap everything we have learnt and demonstrate how they can use the toolkit to support them regulate their emotions in class.</p> <p>** Ensure class toolbox of strategies is regularly referred to throughout the school year to encourage and support children to take ownership and responsibility for regulating their emotions. **</p>



Autumn 2: Online Safety (6 lessons) – see Project Evolve units of work on separate document

Co-build an Online Safety Code of Conduct during this unit, using ‘Always’ and ‘Never’ statements. All parties to sign. Display in classroom all year for future reference.

	<i>(Specific focus in November – ANTI BULLYING WEEK)</i>
	Self-image and identity
	Online relationships
	Online bullying

SPRING TERM

Overarching objective:

For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.
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 - *PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).*
 - *Counter-arguments (rebuttals) will be made respectfully.*

First lesson(s) of spring term:

- * Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
- * Revise the terms *physical health, emotional health, mental health* and what each of these mean.
- * Revise the term *protective factors* in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- * Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.
Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative

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Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing



Focus in February – CHILDREN’S MENTAL HEALTH WEEK; SAFER INTERNET DAY

To learn that their actions affect themselves and others

- explain how someone’s actions might have consequences for themselves, family, friends, wider community
- identify the consequences of positive behaviour on themselves and others
- identify the consequences of negative behaviour on themselves and others
- explain the importance of ‘stopping’, ‘taking a step back’ and asking ‘What if...’

To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (***‘Citizenship’ – what it means to be a good citizen***)

- explain what is meant by anti-social behaviour and describe the effect these behaviours can have on emotional and physical health and wellbeing
- explain the potential consequences to everyone involved if anti-social or aggressive behaviours continue
- identify how they can respond to or challenge, anti-social / aggressive behaviour
- identify what someone can do if they are at risk of getting involved in anti-social behaviour themselves
- identify appropriate examples of where people can get help, advice and support regarding anti-social behaviour

To recognise how their increasing independence brings increased responsibility to keep themselves and others safe

- describe ways they are becoming become more independent as they are growing up
- identify occasions where they are responsible for the safety of themselves and/or others
- recognise that risk is part of everyday living



- assess the level of risk in different situations and identify how risk can be reduced or managed in relation to keeping safe

To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

- describe different kinds of friendships and families, what makes them special/unique and how the people involved show they value each other
- identify the essential constituents of a positive, healthy relationship
- explain what this means in an emotional and physical sense
- describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy
- recognise that relationships can change (as we grow up or as circumstances change)
- recognise that sometimes relationships may change or end, that this is natural and often no one is to blame

To recognise ways in which a relationship can be unhealthy and who to talk to if they need support

- recognise that everyone has the right to feel safe and happy within a relationship
- identify some signs that a relationship is not healthy
- recognise that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends
- recognise the importance of telling if they (or others) feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship
- identify who they can go to if they are unsure about whether a relationship is healthy and positive, or unable to resolve problems with relationships, and how to ask for help

To recognise and manage 'dares'

- suggest possible reasons for giving 'dares'
- identify feelings when giving or receiving a 'dare'
- explain why daring someone to do something dangerous or harmful is wrong – explain why if we put someone under pressure, we share the responsibility if something goes wrong



<ul style="list-style-type: none"> • describe or demonstrate steps they can take to manage dares • identify people to talk to/ where go to for help and advice and demonstrate how to ask for help 	
<p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <ul style="list-style-type: none"> • identify different influences on the behaviour of children their age • identify how peers’ behaviour and other sources can influence their own behaviour • explain that they may feel a pressure from the ‘inside’ to copy their peers to gain acceptance or approval • explain or demonstrate skills they can use if they feel under pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, or that they believe to be wrong • identify where and how to ask for help, advice and support 	
<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <ul style="list-style-type: none"> • respond respectfully to other people’s points of view in class or that they read about • describe ways to recognise and care about other people’s feelings when communicating • describe or demonstrate different ways to challenge viewpoints or raise their own concerns with others 	

SUMMER TERM

Overarching objective:

For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.

- PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).

- Counter-arguments (rebuttals) will be made respectfully.



First lesson(s) of summer term:

- * Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
- * Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.
- * Revise the term *protective factors* in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- * Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

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Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

Focus on threading in transition work throughout summer term 2, and the changes, feelings and behaviours associated with this.

To learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer

- identify the role finance (money) plays in different aspects of people’s lives (e.g. where they live, their job, their social life, the products they buy)
- explain that some jobs pay more than others and that money is one factor for people in choosing a career/job
- identify how shops and manufacturers use ‘deals’ (such as three for the price of two) to entice consumers to purchase more
- decide which similar items are the best ‘value for money’ and explain their view

For pupils to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)

- give reasons why people may borrow money (e.g. loans, credit cards)
- identify the differences between credit and debt and what is meant by ‘interest’
- recognise the difference between a manageable and an unmanageable debt
- describe how people might feel if they have debt, including unmanageable debt
- recognise that there are scams or false claims in relation to spending or borrowing money, so people must take care if borrowing money
- identify where people can get good money advice from
- recognise why the government takes a certain amount of money from what we earn (tax) give examples of how the government might use tax (pay for hospitals, schools, take care of the environment, roads)

To understand what positively and negatively affects their physical, mental and emotional health

To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’



- understand what is meant by health: physical, mental and emotional health
- explain what can affect health and wellbeing
- identify choices that can have positive, neutral and negative consequences on a person's health and wellbeing
- identify the everyday choices people can make to help take care of their body and mind
- identify the benefits of a balanced lifestyle
(discuss in its broadest sense, including food, physical exercise, sleep, and screen time)

Key questions

- *Why do you make the choices you do?*
- *Who or what influences your choices?*
- *What could be the consequences of making one choice or another? (positive and negative)*
- *What do you need to know before you make a choice?*
- *How and where can you get information about choices?*

To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

To recognise how their increasing independence brings increased responsibility to keep themselves and others safe

- identify potential risks in different environments
- explain safety rules for different places
- explain how people can be prepared for danger and how to keep safe in different places
- describe situations when following the safety rules might be more challenging
- identify language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support
- identify when, how and who to alert if safety is (potentially might become) compromised

For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

- identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated
- describe what they admire in others and their achievements
- give an example of when having high aspirations helped someone to achieve
- describe their aspirations for end of term / end of year / later in life
- explain positive steps they can take to help achieve their goals

• *Key questions*

- *What would you like to achieve in your life?*



- *What do you need to do to achieve your goals and aspirations?*
- *Which characteristics help people achieve their goals and meet their aspirations?*
- *How can you develop the characteristics you need to achieve your goals and aspirations?*

To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

- describe times that involve change and transition, including changing schools, classes or friendship groups
- identify a range of feelings that someone might have during these times
- recognise what grief is and how this can feel for people
- describe ways that people can explore and express feelings at times of change
- identify the importance of treasuring and sharing memories
- identify where to ask for advice or support at times of change

Key questions

- *What are your 'early warning signs' when you feel uncomfortable, anxious or stressed?*
- *How do you know if someone is feeling a certain way?*
- *How can you respond to someone's feelings in a way that will help them?*
- *What is empathy?*
- *How can you demonstrate empathy towards others?*

For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty

GROWING AND CHANGING

Christopher Winter lesson plans and resources



Protective factors from *Department for Education: Mental Health and Behaviour in schools*

PROTECTIVE FACTORS	
INDIVIDUAL FACTORS	
<ul style="list-style-type: none"> * A feeling of control over one's life * A sense of cohesion with others * A positive sense of self * Close relationships with competent adults * Connections to organisations that have positive outcomes for the individual * Tolerance of delayed gratification * A sense of humour * Emotional literacy – the ability to recognise your own emotions and those of others. 	
FAMILY FACTORS	
<ul style="list-style-type: none"> * Good parenting skills * Trusting relationships * Well-defined family roles and responsibilities * Opportunities to learn to deal with criticism, rejection, boredom and silence 	
COMMUNITY FACTORS, INCLUDING SCHOOL	
<ul style="list-style-type: none"> * Participation in school, work and community with a sense of belonging * A sense of making a positive contribution to school or the community * A social network of peers * An opportunity to learn to handle challenges and set-backs * Knowing how and where to seek support in times of need 	

Resilience Framework: adapted from Hart & Blincow 2007.

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP	
		Tap into good influences	Solving problems		Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going	Map out career or life plan		
		The more healthy relationships the better		Fostering their interests	Help the child/YP to know her/himself
	Access & transport	Take what you can from relationships where there is some hope	Help the child/YP to organise her/himself	Calming down & self-soothing	
	Healthy diet	Get together people the child/YP can count on		Highlight achievements	Remember tomorrow is another day
	Exercise and fresh air	Responsibilities & obligations	Develop life skills		Lean on others when necessary
		Focus on good times and places		Have a laugh	Foster their talents
	Enough sleep	Make sense of where child/YP has come from			
Play & leisure	Predict a good experience of someone or something new				
Being free from prejudice & discrimination	Make friends and mix with other children/YPs				
NOBLE TRUTHS					
ACCEPTING		CONSERVING		ENLISTING	
			COMMITMENT		

The Mental Health Continuum Model

