**** SMSC & PSHE in Year 5

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|  | Autumn | Spring | Summer |
|  | Participation in assembly sessions with Teresa Nixon from St John’s Church  Participation in assemblies led by Hartford Primary staff – See assembly timetables  No Outsiders | | |
| Spiritual  Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | **RE unit** - Free choice – Bible explorer. Christianity Focus I can discuss my own and other’s spiritual experiences.  **RE unit** – What can we learn from Christian religious buildings and music? Focus I can discuss my own and other’s spiritual experiences. I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.  I can demonstrate understanding of different views.  **English Unit:** The Queen of the Falls: To write a series of diaries about significant reflecting on life events in Annie Edson Taylor’s life. Showing empathy with characters.  **English unit:** The Lost Happy Endings: To write a traditional tale focusing on a character who mistreats others which leads to their own demise. To show imagination and creativity in our learning.  **History and Geography:** **The Water Cycle & Northwich:** Where do our local rivers originate?; What impact did the salt trade have on Northwich? Fascination in learning about themselves and others and the world Awe and wonder of the natural world – physical and human features/inspires wonders of the natural environment • Consideration of the effect the environment has on settlement and people’s daily lives  **Maths:** To celebrate personal achievement and achievement of others in solving problems. Awe and wonder about the natural world and mathematical patterns • Fascination with size and the infinite nature of number • Sense of wonder in exactness of maths • Personal achievement in solving problems  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E.:** To develop a sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves.  **No Outsiders Text:** Where the Poppies Now Grow Hilary Robinson and Martin Impey. To learn from our past; Rose Blanch. EIan McEwan To justify my actions.  **MFL (Spanish):** To use imagination and creativity. To promoting self esteem and self belief. To have opportunity to reflect on learning Appreciating the wider world and its beauty.  **Science:** Properties and Changes of Materials. To explore the wonder of everyday materials on the basis of their properties  **Computing:**  **Art:**  **DT:**  Taking part in services held at school and Church e.g Harvest and Christmas where all children take part.  Understanding other people’s attitudes, ideas and behaviours through poetry, drama, historical narratives, myths and fiction.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day. | **RE unit** – Why are the 5 pillars important to Muslims? I can discuss my own and other’s spiritual experiences and find connections between communities. I can discuss the nature of religion and compare the main disciplines which we have studied.  I understand the importance of the 5 pillars of Islam and how the community reaches beyond the home to the wider world.  **RE unit** - Why is community and equality important to Sikhs? I can discuss my own and other’s spiritual experiences and find connections between communities. I can discuss the nature of religion and compare the main disciplines which we have studied.  I can discuss issues about community cohesion and demonstrate understanding of different views.  **English Unit:** Arthur and The Golden Rope. To write a myth: to create characters (heroes, villains and monsters) and settings. To share and reflect on our own experiences, to show empathy with characters.  English Unit: The Darkest Dark. To write a formal biography about Chris Hadfield. To show a fascination about the world around us. To show empathy with Chris Hadfield and those who worked with him. Reflecting on and sharing life experiences.  **Geography and History:** **Maya Mysteries:** What was culture like in Mesoamerica and what was its influence on chocolate? Fascination in learning about themselves and others and the world. Consideration of the effect the environment has on settlement and people’s daily lives  **Maths:** To celebrate personal achievement and achievement of others in solving problems. Awe and wonder about the natural world and mathematical patterns • Fascination with size and the infinite nature of number • Sense of wonder in exactness of maths • Personal achievement in solving problems  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E.:** To develop a sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves.  **No Outsiders Text:** How to Heal a Broken Wing Graham, Bob To recognise when someone needs help; The Cow Who Climbed A Tree Gemma Merino To exchange dialogue  **MFL (Spanish):** To use imagination and creativity. To promoting self esteem and self belief. To have opportunity to reflect on learning Appreciating the wider world and its beauty.  **Science:** Spring 1: Earth and Space. Spring 2: Forces  **Computing:**  **Art:**  **DT:**    Understanding other people’s attitudes, ideas and behaviours through poetry, drama, historical narratives, myths and fiction. | RE unit - Which concepts do we find it hard to understand in Christianity? I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.  I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews  I can explore moral and ethical questions using examples.  **RE unit** – How do people show their beliefs in action? (Christianity, another religion and Humanism) I can discuss my own and other’s spiritual experiences and find connections between communities. I can discuss the nature of religion and compare the main disciplines which we have studied.  I can show understanding of different views.  **English Unit**: The Paperbag Prince. To write a persuasive leaflet to give information about waste management (for councils to distribute to home and schools). To reflect on our own beliefs, religious or otherwise, that inform our perspective on life.  **English Unit**: The Hunter. To write a narrative based on the structure of The Hunter by changing the characters, animal and setting. To reflect on our own beliefs, religious or otherwise, that inform our perspective on life. To show imagination and creativity in our learning. To show empathy for the characters and their choices.  Geography and History: **Anglo Saxons & Scots:** What were the effects of the Anglo Saxon’s, Viking’s and Scot’s settlement on Britain? Fascination in learning about themselves and others and the world. Consideration of the effect the environment has on settlement and people’s daily lives  **Maths:** To celebrate personal achievement and achievement of others in solving problems. Awe and wonder about the natural world and mathematical patterns • Fascination with size and the infinite nature of number • Sense of wonder in exactness of maths • Personal achievement in solving problems  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E.** To develop a sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves.  **No Outsiders Text:** And Tango Makes Three Justin Richardson To accept people who are different from me  **MFL (Spanish):** To use imagination and creativity. To promoting self esteem and self belief. To have opportunity to reflect on learning Appreciating the wider world and its beauty.  **Science:** Summer 1: Living things and their habitats. Summer 2: Animals including humans  **Computing:**  **Art:**  **DT:**  Understanding other people’s attitudes, ideas and behaviours through poetry, drama, historical narratives, myths and fiction.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day. |
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| Moral  Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | **English Unit:** The Queen of the Falls: To write a series of diaries about significant events in Annie Edson Taylor’s life. To understand the consequences of our behaviour and actions  **English unit:** The Lost Happy Endings: To write a traditional tale focusing on describing settings, characters and an alternative ending. Pupils write the story of a character who mistreats others which leads to their own demise. To recognise the difference between right and wrong and to readily apply this understanding in our own lives  **History and Geography:** **The Water Cycle & Northwich:** Where do our local rivers originate?; What impact did the salt trade have on Northwich?  **Maths:**  **DT:**  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E.:**  **No Outsiders Text:** Where the Poppies Now Grow Hilary Robinson and Martin Impey. To learn from our past; Rose Blanch. EIan McEwan To justify my actions.  **MFL (Spanish):**  **Science:** Properties and Changes of Materials. To explore the wonder of everyday materials on the basis of their properties  **Computing:**  **Art:** | **English Unit:** Arthur and The Golden Rope. To write a myth: to create characters (heroes, villains and monsters) and settings. To show an interest in investigating and offering reasoned views about moral and ethical issues.  **English Unit:** The Darkest Dark. To write a formal biography about Chris Hadfield. To understand and appreciate the viewpoints of others  **Geography and History:** **Maya Mysteries:** What was culture like in Mesoamerica and what was its influence on chocolate?  **Maths:**  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E.:**  **No Outsiders Text:** How to Heal a Broken Wing Graham, Bob To recognise when someone needs help; The Cow Who Climbed A Tree Gemma Merino To exchange dialogue  **MFL (Spanish):**  **Science:** Spring 1: Earth and Space. Spring 2: Forces  **Computing:**  **Art:** | **English Unit**: The Paperbag Prince. To write a persuasive leaflet to give information about waste management (for councils to distribute to home and schools). To recognise legal boundaries and respect the civil and criminal law of England  **English Unit**: The Hunter. To write a narrative based on the structure of The Hunter by changing the characters, animal and setting. To understand the consequences of our behaviour and actions; recognise the difference between right and wrong and to readily apply this understanding in our own lives  Geography and History: **Anglo Saxons & Scots:** What were the effects of the Anglo Saxon’s, Viking’s and Scot’s settlement on Britain?  **DT :**  **Maths:**  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.    **P.E. -**  **MFL (Spanish):**  **Science:** Summer 1: Living things and their habitats. Summer 2: Animals including humans.  **Computing:**  **Art:**  **No Outsiders Text:** And Tango Makes Three Justin Richardson To accept people who are different from me |
|  |  | RSE- Moral |
| Social  Investigate and moral issues; moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with fundamental values of democracy.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | **RE unit** - Free choice – Bible explorer. Christianity Focus  **RE unit** – What can we learn from Christian religious buildings and music?  **English Unit:** The Queen of the Falls: To write a series of diaries about significant events in Annie Edson Taylor’s life. To show respect when participating in speaking and listening activities, group activities and decision making.  **English unit:** The Lost Happy Endings: To write a traditional tale focusing on describing settings, characters and an alternative ending. Pupils write the story of a character who mistreats others which leads to their own demise. To show respect when participating in speaking and listening activities, group activities and decision making.  **History and Geography:** **The Water Cycle & Northwich:** Where do our local rivers originate?; What impact did the salt trade have on Northwich?  **DT:**  **Maths:**  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E.:**  **No Outsiders Text:** Where the Poppies Now Grow Hilary Robinson and Martin Impey. To learn from our past; Rose Blanch. EIan McEwan To justify my actions.  **MFL (Spanish):**  **Science:** Properties and Changes of Materials. To explore the wonder of everyday materials on the basis of their properties  **Computing:**  **Art:** | **RE unit** – Why are the 5 pillars important to Muslims?  **RE unit** - Why is community and equality important to Sikhs?  **English Unit:** Arthur and The Golden Rope. To write a myth: to create characters (heroes, villains and monsters) and settings.  **English Unit:** The Darkest Dark. To write a formal biography about Chris Hadfield.  **Geography and History:** **Maya Mysteries:** What was culture like in Mesoamerica and what was its influence on chocolate?  **Maths:**  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E.:**  **No Outsiders Text:** How to Heal a Broken Wing Graham, Bob To recognise when someone needs help; The Cow Who Climbed A Tree Gemma Merino To exchange dialogue  **MFL (Spanish):**  **Science:** Spring 1: Earth and Space. Spring 2: Forces  **Computing:**  **Art:** | **RE unit** - Which concepts do we find it hard to understand in Christianity?  **RE unit** – How do people show their beliefs in action? (Christianity, another religion and humanism)  **English Unit**: The Paperbag Prince. To write a persuasive leaflet to give information about waste management (for councils to distribute to home and schools). To skills and attitudes that will allow us to participate fully in and contribute positively to life in modern Britain.  **English Unit**: The Hunter. To write a narrative based on the structure of The Hunter by changing the characters, animal and setting. To show respect and tolerance of those with different faiths and beliefs.  Geography and History: **Anglo Saxons & Scots:** What were the effects of the Anglo Saxon’s, Viking’s and Scot’s settlement on Britain?  **DT :**  **Maths:**  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E. -**  **MFL (Spanish):**  **Science:**  **Computing:**  **Art:**  **No Outsiders Text:** And Tango Makes Three Justin Richardson To accept people who are different from me |
| **To participate in the daily Golden Mile activity.**  **To participate in daily Wake and Shake** | **To participate in the daily Golden Mile activity.**  **To participate in daily Wake and Shake** | **To participate in the daily Golden Mile activity.**  **To participate in daily Wake and Shake**  **RSE- Social** |
| Cultural  Appreciate cultural influences; appreciate the role of British parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | **RE unit** - Free choice – Bible explorer. Christianity Focus  **RE unit** – What can we learn from Christian religious buildings and music?  **English Unit:** The Queen of the Falls: To write a series of diaries about significant events in Annie Edson Taylor’s life.  **English unit:** The Lost Happy Endings: To write a traditional tale focusing on describing settings, characters and an alternative ending. Pupils write the story of a character who mistreats others which leads to their own demise.  **History and Geography:** **The Water Cycle & Northwich:** Where do our local rivers originate?; What impact did the salt trade have on Northwich?  **DT:**  **Maths:**  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.    **P.E.:**  **No Outsiders Text:** Where the Poppies Now Grow Hilary Robinson and Martin Impey. To learn from our past; Rose Blanch. EIan McEwan To justify my actions.  **MFL (Spanish):**  **Science: Properties and Changes of Materials.**  **Computing:**  **Art:** | **RE unit** – Why are the 5 pillars important to Muslims?  **RE unit** - Why is community and equality important to Sikhs?  **English Unit:** Arthur and The Golden Rope. To write a myth: to create characters (heroes, villains and monsters) and settings. To reflect on our own experiences.  **English Unit:** The Darkest Dark. To write a formal biography about Chris Hadfield. To show a fascination about the world around us.  **Geography and History:** **Maya Mysteries:** What was culture like in Mesoamerica and what was its influence on chocolate?  **Maths:**  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E.:**  **No Outsiders Text:** How to Heal a Broken Wing Graham, Bob To recognise when someone needs help; The Cow Who Climbed A Tree Gemma Merino To exchange dialogue  **MFL (Spanish):**  **Science:** Spring 1: Earth and Space. Spring 2: Forces  **Computing:**  **Art:** | **RE unit** - Which concepts do we find it hard to understand in Christianity?  **RE unit** – How do people show their beliefs in action? (Christianity, another religion and humanism)  **English Unit**: The Paperbag Prince. To write a persuasive leaflet to give information about waste management (for councils to distribute to home and schools). To skills and attitudes that will allow us to participate fully in and contribute positively to life in modern Britain.  **English Unit**: The Hunter. To write a narrative based on the structure of The Hunter by changing the characters, animal and setting. To show respect and tolerance of those with different faiths and beliefs.  Geography and History: **Anglo Saxons & Scots:** What were the effects of the Anglo Saxon’s, Viking’s and Scot’s settlement on Britain?  **DT :**  **Maths:**  **Music:** To take part in ukulele lessons with an external music teacher.  To actively take part in Young Voices and Northwich sings with local schools.  To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly.  To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  **P.E. -**  **MFL (Spanish):**  **Science:**  **Science:**  **Computing:**  **Art:**  **No Outsiders Text:** And Tango Makes Three Justin Richardson To accept people who are different from me |
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| Additional PSHE |  | Children’s mental Health Week – To be aware of how to recognise the early signs of mental ill-health and what to do about this, including whom to speak to in and outside of school.  To be aware that health problems can build up if they are not recognised or managed.  To know that anyone can experience mental ill-health and to discuss concerns with a trusted adult.  To know that mental health difficulties can usually be resolved or manages with the right strategies and support.  MFL – Able to describe a healthy meal / diet in Spanish  Celebrate world days with themed lunches. | **RSE** |
| PSHE objectives to cover | Health and WellbeingL  Identity; personal attributes and qualities; our identity? similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9  how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and forsome people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others  Living in the wider world Careers; aspirations; role models; the future  PoS refs: L26, L27, L28, L29, L30, L31, L32  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 maybe voluntary (unpaid)  about the skills, attributes, qualifications and training neededfor different jobs L32 • that there are different waysinto jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the typesof jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions | Basic first aid, accidents, dealing with an emergencies  PoS refs: H43, H44  how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they shouldnot be moved • when it is appropriate to use first aid and the importanceof seeking adult help the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services  Relationships Friendships; relationships; becoming independent; online safetyPoS refs: R1, R18, R24, R26, R29, L11, L15  about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • 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 orfamily • how to respond if a friendship is making them feelworried, unsafe or uncomfortable • how to ask for help or advice and respond topressure, inappropriate contact or concerns about personal safety | Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50  how drugs common to everyday life (includingsmoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use differentdrugs • how people can prevent or reduce the risks associated with them • that forsome people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and thesupport available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs  Health and wellbeing • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty How will we Growing and changing; grow and change? puberty PoS refs: H31, H32, H34 |