

PSHE – Learning objectives, skills and key questions Years 5 and 6

The Personal, Social, Health & Economic curriculum provides one of the mechanisms for promoting the Social, Moral, Spiritual, & Cultural development of the pupils. Lessons and activities promote the health and well-being of the children and enable the development of skills and understanding for living in the wider world.

We make use of the Go-Givers SMSC Curriculum and of the SEAL (Social, Emotional Aspects of Learning) planning for some of the areas studied.

Learning objectives for some of the elements and units of PSHE learning in Years 5 & 6, delivered in the context of taught sessions, assemblies and other educational experiences, are outlined below.

<p style="text-align: center;">Social & Emotional well-being</p> <p>The PSHE curriculum includes sessions and units of work which aim to develop positive behaviours and promote social and emotional well-being and skills. This includes aspects of self-awareness, managing feelings and empathy. Units include:</p> <ul style="list-style-type: none"> • New beginnings • Getting on and Falling out • Transition to secondary school • Going for Goals • Good to be me • Saying no to bullying. 	<p style="text-align: center;">PGL Residential: Meeting challenges</p> <p>Enjoy participating in outdoor activities and adopt positive attitudes.</p> <p>Increase confidence and self-esteem.</p> <p>Develop self-awareness and general social skills.</p> <p>Develop and demonstrate communication, problem solving, leadership and teamwork skills.</p>	<p style="text-align: center;">BizSchool: Developing young entrepreneurs</p> <p>This programme, delivered by business professionals, introduces the pupils to the world of business.</p> <p>The main activities include working as a team to develop and pitch a business idea to The Bears' Cave, then working in departmental groups to refine and improve the winning business idea before launching and trading for a short period of time.</p>
<p style="text-align: center;">Democracy</p> <ul style="list-style-type: none"> • Who rules Britain? • How are our representatives elected? • What is the government responsible for? • Why was the Magna Carta signed? • How is the Magna Carta significant to us today? • How does our system of democracy protect our human rights? • How can citizens participate in politics? • How can children take part? • how rules and laws made? • help keep the balance between our rights and those of others. 	<p style="text-align: center;">Rights, Respect, Responsibilities</p> <ul style="list-style-type: none"> • Understand our rights and responsibilities in school. • Understand the need for rules in society and why we have the rules we do in school. • Produce & sign up to the class charter. • Understand that basic needs can be considered rights. • Identify the rights covered by the UN Convention on the Rights of the Child. • Relate to personal experience; identify what responsibilities are placed on them by the charter. • Understand that Rights bring Responsibilities. • To know that possession of rights cannot infringe other people's rights; all parties have responsibilities. 	

<p>Sex & Relationship Education</p> <p>We use Channel 4's 'Living & Growing' teaching DVDs and materials which reflect the government's published policy for Sex and Relationship Education.</p>	<p>Prevention is better than cure</p> <p>Identify precautions which can be taken to prevent accidents.</p> <p>Identify a range of safety measures in school.</p> <p>Investigate barriers to implementation of safety precautions.</p> <p>Carry out a risk assessment within school and prepare recommendations.</p> <p>Provide others with safety advice.</p> <p>Discuss when taking risks is appropriate.</p> <p>Identify difficulties that different groups of people face in society.</p> <p>Explore how technology can play a part in creating a fairer world.</p>	<p>Equal opportunities</p> <p>To be able to explain the meaning of discrimination and prejudice.</p> <p>To recognise the importance of respecting all people in Society.</p> <p>To recognise and challenge stereotypes.</p> <p>To stand up for what I think after listening to others and making my own choice.</p> <p>To understand that the majority view is not always right and being able to deal with peer pressure.</p>
<p>Improving Life Chances</p> <p>To know that charitable organisations can supplement the services that the state is able to provide through the taxation system.</p> <p>To appreciate that resources can be allocated in different ways, and that these economic choices affect individuals and communities.</p>	<p>Mind the Gap – between the developed and developing world</p> <p>To care about other people's feelings, and to try to see things from their points of view.</p> <p>To think about the lives of people living in other places.</p>	<p>When is enough, enough?</p> <p>To recognise choices they can make, and recognise the difference between right and wrong.</p> <p>To recognise how their behaviour affects other people.</p>
<p>Mind Maze & Tricky Topics</p> <p>To consider social and moral dilemmas that they come across in life</p> <p>To participate in discussion that helps them see different perspectives on a topic.</p>	<p>Mind the Gap – between the developed and developing world</p> <p>To care about other people's feelings, and to try to see things from their points of view.</p> <p>To think about the lives of people living in other places.</p>	<p>When is enough, enough?</p> <p>To recognise choices they can make, and recognise the difference between right and wrong.</p> <p>To recognise how their behaviour affects other people.</p>
<p>Growth Mindset</p> <p>We use growth mindset theory and practice to encourage the development of effective learning behaviours.</p> <p>Focus of sessions:</p> <ul style="list-style-type: none"> • Reflecting on different mindsets, how they use them and what their strengths are • Suggesting ways to help someone learn; exploring stereotypes • Explaining how the brain works and what happens when you learn • Reflecting on how the characteristics of the mindsets affects being successful or being a failure • The impact of words and phrases on mindsets; creating effective phrases for learning feedback • Identifying what is important for them as an individual learner and barriers to their learning • Identifying how mistakes can help us learn. 		