



BRACKENHILL PRIMARY SCHOOL
CREATIVE CURRICULUM - MEDIUM TERM PLANNING



Year group: Year 5 PSHE

Term:	By the end of Autumn term	
Topic & key Learning Challenge	Health and Wellbeing (Core theme 1)	
Safe, online safety zone.	Using computers at Brackenhill	<p>Year 5 LESSON 1: Privacy and Security</p> <ul style="list-style-type: none">• I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, messages, geolocation) with others• I can explain what app permissions are and can give some examples• I can explain what a strong password is and demonstrate how to create one <p>Year 5 LESSON 2: Self Image and Identity</p> <ul style="list-style-type: none">• I can explain how identity online can be copied, modified or altered• I can demonstrate how to make responsible choices about having an online identity, depending on context



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British Values	Rule of Law	Democracy
Dimension objectives.	Themes	Success steps for pupils to achieve the outcome:
	<p>Core Theme 1 Unit 5 Safety LESSON 1: Drugs Just Say No!</p> <p>Core Theme 1 Unit 5 Safety LESSON 2: Alcohol Drink Aware</p> <p>Core Theme 1 Unit 4 Emotions LESSON 1: Death and Grief It's Natural</p> <p>Core Theme 1 Unit 4 Emotions LESSON 2: Death and Grief Poppies</p>	<ul style="list-style-type: none"> • Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking • I can take action based on responsible choices • I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing negative pressures • I can identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of a range of substances can have on individuals, their family and friends • I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs <ul style="list-style-type: none"> • Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking • I can take action based on responsible choices • I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing negative pressures • I can identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of a range of substances can have on individuals, their family and friends • I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs <ul style="list-style-type: none"> • Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • I can recognise that people can feel alone and misunderstood and learn how to give appropriate support • I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures • I can identify how to find information and advice through help lines • I can manage changing emotions and recognise how they can impact on relationships <ul style="list-style-type: none"> • Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle • I can recognise that people can feel alone and misunderstood and learn how to give appropriate



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	<p>Core Theme 1 Unit 4 Emotions LESSON 2: Death and Grief Poppies</p> <p>Core Theme 1 Unit 4 Emotions LESSON 3: Managing Conflict Families at War</p> <p>Core Theme 1 Unit 5 Safety LESSON 3: Tobacco Up In Smoke</p> <p>Core Theme 1 Unit 5 Safety LESSON 4: Substance Abuse Let's Be Frank</p>	<p>support</p> <ul style="list-style-type: none"> • I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures • I can manage changing emotions and recognise how they can impact on relationships <ul style="list-style-type: none"> • Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle • I can recognise that people can feel alone and misunderstood and learn how to give appropriate support • I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures • I can manage changing emotions and recognise how they can impact on relationships <ul style="list-style-type: none"> • Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • Understand the need for empathy when peers are experiencing conflict at home • I can reflect on how to deal with feelings about myself, my family and others in a positive way • I can recognise that positive friendships and relationships can promote health and well-being • I can identify how to find information and advice through help lines • I can manage changing emotions and recognise how they can impact on relationships • I can talk with a wide range of adults <ul style="list-style-type: none"> • Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking • I can take action based on responsible choices • I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures • I can identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends • I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs <ul style="list-style-type: none"> • Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking • I can take action based on responsible choices
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	<p>Core Theme 1 Unit 1 Health LESSON 1: Physical, Emotional and Mental 1 3-Dimensional</p> <p>Core Theme 1 Unit 1 Health LESSON 2: Physical, Emotional and Mental What's Puberty?</p> <p>Core Theme 1 Unit 1 Health LESSON 3: Healthy Lifestyles You Choose!</p>	<ul style="list-style-type: none">• I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures• I can identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends• I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs <ul style="list-style-type: none">• Know that mental well-being is a normal part of daily life, in the same way as physical health• Know about the basic synergy between physical, emotional and mental health• I can negotiate and present my own views• I can begin to reflect on my worth as an individual by identifying positive things about myself and my achievements• I can show awareness of changes that take place as I grow• I can recognise that when the body changes during puberty it can affect feelings and behaviour• I can take responsibility for my physical activity and nutrition in achieving a physically and mentally healthy lifestyle <ul style="list-style-type: none">• Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes• I can recognise how my behaviour and that of others may influence people both positively and negatively• I can work and play independently and in groups, showing sensitivity to others• I can understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene• I can recognise how new relationships may develop• I can manage changing emotions and recognise how they can impact on relationships <ul style="list-style-type: none">• Know the characteristics and mental and physical benefits of an active lifestyle• Understand the importance of making changes in adopting a healthier lifestyle• I can negotiate and present my own views• I can reflect on how to deal with feelings about myself, my family and others in a positive way• I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures• I can recognise that when the body changes during puberty it can affect feelings and behaviour• I can take responsibility for my physical activity and nutrition in achieving a physically and mentally healthy lifestyle• I can identify how to find information and advice through help lines <ul style="list-style-type: none">• Know what constitutes a healthy diet (including understanding calories and other nutritional
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	<p>activation search engines. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.</p> <ul style="list-style-type: none"> • I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical' • I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence • I can identify where the Internet can draw us to information for different agendas, e.g.. website notifications, pop-ups, targeted ads • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers) • I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others • I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful • I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. 	<p>with talking to trusted adults and professionals</p> <ul style="list-style-type: none"> • I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes), and explain the importance of seeking permission from a trusted adult before purchasing
BV	Mutual respect	Individual liberty
	Themes	Success steps for pupils to achieve the outcome:



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Topic & key Learning Challenge	Living the Wider World (Core theme 3)	
Safe, Online Safety zone	Year 5 LESSON 5: Copyright and Ownership <ul style="list-style-type: none"> • I can assess and justify when it is acceptable to use the work of others • I can give examples of content that is permitted to be reused and know how this content can be found online 	Year 5 LESSON 6: Online Relationships and Online Bullying <p>Online Relationships</p> <ul style="list-style-type: none"> • I can give examples of technology-specific forms of communication (e.g. emojis, memes, and GIFs) • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault • I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups) • I can explain how someone can get help if they are having problems and identify went to tell a trusted adult • I can demonstrate how to support others (including those who are having difficulties) online <p>Online Bullying</p> <ul style="list-style-type: none"> • I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences • I can describe how what one person sees as playful, joking and teasing (including 'banter') might be experience by others as bullying • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult • I can identify a range of ways to report concerns and access support both in school and at home about online bullying • I can explain how to block abusive users • I can describe the helpline services, which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix)
Top up Theme	Rule of law	Acceptance
	Themes	Success steps for pupils to achieve the outcome:



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Dimension objectives.	Core Theme 3 Unit 1 Rules and Responsibilities LESSON 1: Structure Just Imagine... Core Theme 3 Unit 1 Rules and Responsibilities LESSON 2: Law and Order In Charge Core Theme 3 Unit 1 Rules and Responsibilities LESSON 3: U.N. Rights Our Rights	<ul style="list-style-type: none">• Understand why structure is needed in different situations• Understand the term 'anarchy' and understand the implications of living in an anarchic society• I can recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice• I can discuss how people can live and work together to benefit their communities• I can talk, write and explain my views on issues that affect the wider environment• I can take action based on responsible choices• I can recognise right and wrong, what is fair and unfair and explain why <ul style="list-style-type: none">• Know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy• I can recognise the difference between right and wrong and what is fair and unfair• I can consider the main features of democracy• I can work collaboratively towards common goals• I can reach agreements, make decisions and manage discussions to achieve positive results• I can self-assess, understanding how this will help my future actions. <ul style="list-style-type: none">• Learn about organisations such as the United Nations• Understand the importance and significance of equal rights• I can recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others• I can engage actively with democratic processes and address issues of concern to me through my actions and decision-making• I can recognise and respect similarities and differences between people• I can listen to, reflect and respect other people's views and feelings
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		Additional Unit Substance Related Abuse
	Themes	Success steps for pupils to achieve the outcome:
	Substance Related Abuse LESSON 1: Keeping Safe Don't...R.U.G.S.	<ul style="list-style-type: none"> • Understand why it is important to focus on keeping healthy and take appropriate action by making healthy choices • I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs • I can self-assess, understanding how this will help their future actions • I can take responsibility for my own safety and the safety of others
	Substance Related Abuse LESSON 2: Taking Risks D. Risk...U.G.S.	<ul style="list-style-type: none"> • Understand the term 'risk' and how it links to consequence • I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs • I can recognise and respond to issues of safety relating to themselves and others and how to get help • I can recognise the factors influencing opinion and choice, including the media • I can recognise how my behaviour and that of others may influence people both positively and negatively • I can manage risk in everyday activities
	Substance Related Abuse LESSON 3: Taking Drugs D.R. Using...G.S.	<ul style="list-style-type: none"> • Understand the term 'addiction' and know some of the different forms it can take • Recognise the link between choice and consequence • I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs • I can recognise and respond to issues of safety relating to themselves and others and how to get help • I can recognise the factors influencing opinion and choice, including the media • I can recognise how my behaviour and that of others may influence people both positively and negatively • I can manage risk in everyday activities
	Substance Related Abuse LESSON 4: Drug Awareness D.R.U. Get Smart!	<ul style="list-style-type: none"> • Become familiar with the names of the most common drugs • I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs • I can recognise and respond to issues of safety relating to themselves and others and how to get help • I can recognise the factors influencing opinion and choice, including the media • I can recognise how my behaviour and that of others may influence people both positively and negatively • I can manage risk in everyday activities
	Substance Related Abuse LESSON 5: Substance Abuse D.R.U. Get Smart!	<ul style="list-style-type: none"> • Become familiar with the names of the most common drugs • I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs • I can recognise and respond to issues of safety relating to themselves and others and how to get help • I can recognise the factors influencing opinion and choice, including the media • I can recognise how my behaviour and that of others may influence people both positively and negatively • I can manage risk in everyday activities



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		<ul style="list-style-type: none">• Understand how advertising influences our choices• I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs• I can recognise and respond to issues of safety relating to themselves and others and how to get help• I can recognise the factors influencing opinion and choice, including the media• I can recognise how my behaviour and that of others may influence people both positively and negatively• I can manage risk in everyday activities
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