



PSHE	Year 5	Theme: Physical health and wellbeing – in the media.
<p>What will I know by the end of this topic?</p>	<p>Vocabulary</p>	
<ul style="list-style-type: none"> • That food and drink adverts can use misleading information to make them seem more attractive to buy. • That advertising is one influence on people's decision to buy a particular food or drink. • Analyse how the media show celebrities. • That celebrities are often used as role models but that some can be good and some can be bad role models. • Why we need to take care about believing what we see, hear or read in the media. • That images can be manipulated by the media. • That what the media shows can often impact how people feel about themselves. • That everyone's body is different. 	<ul style="list-style-type: none"> • Marketing – promoting or selling a product • Advertising – draw attention to a product • Media – the way to communicate with lots of people e.g. newspaper, radio, internet, TV. • Celebrities – people who are well-known or famous for what they do. • Role model – someone who sets an example for other people to follow • Influence – to change a person's behaviour, attitude, beliefs • Manipulation – to influence on purpose • Portray – show 	
<p style="text-align: center;">Reflective questions</p>		
<p>Can you think of any marketing messages which can't really be true? Do you think advertising has ever persuaded you to buy something which you wouldn't normally have bought? Why is important to think carefully about what we see, hear or read in the media? Can you think of any good role models? Any bad role models?</p>		



<p>PSHE</p>	<p>Year 4</p>	<p>Theme: Identify, society and democracy – stereotypes, discrimination and prejudice.</p>
<p>What will I know by the end of this topic?</p>	<p>Vocabulary</p>	
<ul style="list-style-type: none"> • What stereotype means. • To identify stereotypes used in the media. • To feel able to challenge stereotypes when you spot them. • Identify discriminatory language. • Know what to do if you experience or witness discriminatory language at school. • Understand how discriminatory language can make people feel. 	<ul style="list-style-type: none"> • Discrimination – treating someone differently because of something they cannot control e.g. age, gender • Stereotype – a simplified idea, held by many people of what something or someone is like e.g. boys don't cry. • Homophobic – to treat someone differently because they are attracted to someone who is the same gender as they are. • Racist – to treat someone differently because of where they are from • Disablist – to treat a person differently because of a disability • Ageist – to treat a person differently because of their age 	
<p style="text-align: center;">Reflective questions</p>		
<p>How do you think it would feel to be discriminated against? What would you do if you saw this happen? Have you ever used language which you might now think is discriminatory?</p>		



<p>PSHE</p>	<p>Year 5</p>	<p>Theme: Keeping safe and managing risk – when things go wrong.</p>
<p>What will I know by the end of this topic?</p>	<p>Vocabulary</p>	
<ul style="list-style-type: none"> • That people can be influenced by things online. • That what you see online might not be completely trustworthy. • When and how to report something that makes you feel unsafe or uncomfortable. • Know what is meant by domestic violence and abuse. • Know what you can do if you experience or witness abuse. • Understand some reasons which might cause a young person to run away from home. • To identify risks and dangers of running away from home. 	<ul style="list-style-type: none"> • Influence – to change a person’s behaviour, attitude, beliefs • Trustworthy – to be relied upon as truthful or honest • Inappropriate – not suitable • Violence – behaviour intended to hurt somebody. It can be physical or emotional. • Domestic violence – violence that happens in the home • Socially isolating – preventing someone from mixing with other people. 	
<p style="text-align: center;">Reflective questions</p>		
<p>Have you ever felt like running away from home? If so, once you had calmed down what did you think then? Have you ever been tricked by something which seemed very real?</p>		



PSHE	Year 5	Theme: Mental health and wellbeing – dealing with feelings.
What will I know by the end of this topic?	Vocabulary	
<ul style="list-style-type: none"> • To identify and name a wide range and intensity of emotions and feelings. • Understand how the same feeling can be expressed differently. • Recognise how emotions can be expressed appropriately in different situations. • Identify situations where people might feel conflicting emotions. • To identify ways of positively coping with times of change. • Recognise that change will affect all of us. • Recognise that people grieve during times of loss. • That there are a range of feelings during bereavement. 	<ul style="list-style-type: none"> • Emotion – a strong feeling based upon your circumstances, mood or relationship with other people • Express – to show • Change – when a thing changes from the way it was previously • Coping – to be able to deal with your emotions and carry on • Grieve – feel sorrow or distress • Bereavement – the action of feeling a loss 	
Reflective questions		
<p>Has there ever been a time where you have felt a number of emotions at once?</p> <p>Have you ever felt strong emotions? How did you cope with them?</p> <p>Have you, or anyone in your family, ever felt grief? How did you cope with it?</p>		



PSHE	Year 5	Theme: Drug, alcohol and tobacco education – different influences.
What will I know by the end of this topic?	Vocabulary	
<ul style="list-style-type: none"> • About different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis. • To understand the risks involved in smoking. • That there are risks involved in all smoking drugs. • To identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products. • Strategies that you can use if you feel under pressure in relation to drug use. 	<ul style="list-style-type: none"> • Cigarette – a rolled paper containing tobacco leaves which contain the drug nicotine. • E-cigarette – an electronic cigarette. It does not contain tobacco but does contain nicotine. • Nicotine – a yellowy oily liquid which makes people feel more alert. • Shisha – tobacco mixed with flavourings such as mint and smoked through a pipe. • Cannabis – a type of plant which when smoked temporarily changes the way your mind works. • Drug – a substance that has an effect on your body. • Media – the way of getting a message to lots of people e.g. newspaper, internet. 	
Reflective questions		
<p>Have you ever felt pressured to do something that you didn't want to do? Why do you think people might smoke drugs? Do you think the media should change its message about drugs such as alcohol?</p>		



PSHE	Year 5	Theme: Careers, financial capability and economic wellbeing – borrowing and earning money
<p>What will I know by the end of this topic?</p>	<p>Vocabulary</p>	
<ul style="list-style-type: none"> • That there are different ways that people can pay for something. • To explain the difference between manageable and unmanageable debt. • About the skills needed to run a successful enterprise. • About the risks involved in running an enterprise. • That money is one factor involved in choosing a job and that some jobs pay more than others. 	<ul style="list-style-type: none"> • Debt – money that is owed to somebody else • Manageable – something that is under control • Unmanageable – something that is not under control • Borrowing – lending money from a bank or another person • Loan sharks – a money lender who charges extremely high rates of interest • Interest – the amount of money charged for borrowing money e.g. if you borrowed £100 at 10% interest then you'd pay back £110. • Job – work carried out, often for money but sometimes voluntarily • Job satisfaction – how you feel about the job that you do, good or bad. • Aspiration – a hope or ambition to achieve something. • Mortgage – an agreement with a bank or other place to lend money in exchange for owning a house. 	
<p>Reflective questions</p>		
<p>What job would you like to do? What can you do to ensure that you have the skills needed for the job you wish to do?</p>		