

**PDL Curriculum Coverage**

<b>Year 5</b>	
<b>Me and My Relationships</b>	
Collaboration Challenge!	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.
Give and take	Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.
How good a friend are you?	Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.
Relationship cake recipe	Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.
Our emotional needs	Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
Being assertive	Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.
<b>Valuing Difference</b>	
Qualities of friendship	Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.
Kind conversations	Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.
Happy being me	Recognise some of the feelings associated with feeling excluded or 'left out'; Give examples of ways in which people behave when they discriminate against others who are different from them; Understand the importance of respecting others, even when they are different from themselves.
The land of the Red People	Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Is it true?	Understand that the information we see online either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them.
Stop, start stereotypes	Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.

### Keeping Safe

Spot bullying	Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.
Play, Like, Share 1	Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it; Understand that online relationships are unlikely to be as good as in-person relationships.
Play, like, Share 2	Consider what information is safe/unsafe to share offline and online; Think about the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable; Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
Decision dilemmas	Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.
Ella's diary dilemma	Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. Understand that once something is posted online and shared there is no way to delete it permanently; Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
Vaping: healthy or unhealthy?	Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media; Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk.
Would you risk it?	Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
<b>Rights and Respect</b>	
What's the story?	Identify, write and discuss issues currently in the media concerning health and wellbeing;

	Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.
Fact or opinion?	Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.
Mo makes a difference	Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.
Rights, respect and duties	Define the differences between respect, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if duties are not carried out.
Spending wisely	State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.
Lend us a fiver!	Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.
<b>Being My Best</b>	
It all adds up!	Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Different skills	Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.
My school community (2)	State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.
Independence and responsibility	Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.
Star qualities	Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.
Basic first aid, including Sepsis Awareness	Recap previously learnt info from Year R/1/2/3/4 Primary ->safety-> first aid ->unresponsive and breathing Primary->kindness and coping->keeping calm Please include sepsis awareness
<b>Growing and changing</b>	
How are they feeling?	Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.
Taking notice of our feelings	Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable.

Dear Ash	Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.
Growing up and changing bodies	Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.
Changing bodies and feelings	Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.
Help, I'm a teenager...get me out of here!	Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.