

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PSHE Year Group: 5/6	Area of learning: Being my best
Links to previous work/Remember when	<ul style="list-style-type: none"> • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide. • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Understand how to make a clear and efficient call to emergency services if necessary. • Understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Term	Key Skills to be taught
SUMMER 1 2025 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. • 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. • Understand how to make a clear and efficient call to emergency services if necessary. • Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Vocabulary:

independence, responsibility, personal qualities, life skill, celebrities, sepsis

Sequ ce of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	Learning Objective: <ul style="list-style-type: none">• To identify people who are responsible for helping them stay healthy and safe;• To identify ways that they can help these people	Independence and Responsibility Set up the classroom for a class discussion. This could be in a seated circle or another preferred way. Ask the children the following questions as a starting point for discussion: <ul style="list-style-type: none">• What does it mean to be 'grown-up'?• Are you looking forward to growing up?• Why do some young people want to grow up more quickly than others? Then, invite the children to share their thoughts and ideas to the following questions: <ul style="list-style-type: none">• What kind of things are you looking forward to about growing up?• What kind of things are you not looking forward to about growing up? Ask the children to complete, individually, the <i>Responsibility audit: keeping safe</i> - Activity sheet. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/independence-and-responsibility

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2	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To describe 'star' qualities of celebrities as portrayed by the media; • To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • To describe 'star' qualities that 'ordinary' people have. 	<p>Star qualities?</p> <p>Start the lesson with some key questions for discussion. You can discuss these questions as a whole class or ask the children to discuss in pairs or threes prior to full class discussion:</p> <ol style="list-style-type: none"> 1. What do we mean by 'the media'? 2. In what ways can people be influenced by what they see in the media, including social media? 3. Does what we see in the media always reflect real life? 4. What do we mean when we say someone is a 'celebrity'? 5. Are celebrities different from people in everyday life? 6. Why are there age restrictions around children's use of social media? <p>Activity 1 - Spot the celebrities!</p> <p>Give out a selection of magazines and/or newspapers to children in small groups (ideally about four children in each group). Ask them to identify celebrities in the magazines. At this point you may want to get them to cut out the images of celebrities and assemble or paste them on an A3 piece of paper.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/star-qualities-1</p>
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3	Learning Objective: <ul style="list-style-type: none"> To understand how to make a clear and efficient call to emergency services if necessary. To understand concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Basic first aid, including sepsis awareness Follow this link to the First Aid Champions resources. The site contains two introductory lessons: <ol style="list-style-type: none"> 1. Why is first aid important 2. Giving first aid https://www.coramlifeeducation.org.uk/scarf/lesson-plans/basic-first-aid-4
4	Learning Objective: To recap what has been taught.	Assessment lesson

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Learning Outcome/product
<p>I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.</p> <p>I can name several qualities that make people attractive that have nothing to do with how they look, but about how they behave.</p>

Assessment records	List only those children who have not achieved the expected outcomes.