

Citizenship Department – Year 5 Scheme of Work

National Curriculum/ AAA links:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/402173/Programme_of_Study_KS1_and_2.pdf

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1 + 2	Economic and Financial Capability: Fair Trade	<p>Key knowledge taught:</p> <p>Mental health week</p> <ul style="list-style-type: none"> • To identify a range of emotions. • To identify who to turn to and what strategies to use when experiencing negative emotions. <p>Bonfire night</p> <ul style="list-style-type: none"> • To identify the chronological order of the gun powder plot and understand how and why we celebrate bonfire night. • To explain the importance of personal safety and identify what this looks like in practice. <p>Diwali</p> <ul style="list-style-type: none"> • To identify some key features of Diwali • To explain why and how Diwali is celebrated. <p>Anti bullying</p> <ul style="list-style-type: none"> • To explain the term 'bullying'. • To identify some reasons why people, bully and strategies for people who are or have been victims. 	Family tree Talents Improvement Mental health Anxiety Depression Catholic Protestant Treason Diwali Lakshmi Rangoli Diva lamps Bullying Self esteem Supply Demand Supply chain Ethical Unethical Consumer Boycott Fairtrade	

		<ul style="list-style-type: none"> • To explain than me countries are richer than others and identify these on a map. • To explain the concepts 'supply' and 'demand', and how the supply chain works. • To explain that trade relies on profit and that profit is not always equally shared. • To identify foods that are imported e.g. chocolate and bananas and explain why. • To define the terms 'ethical' and 'unethical'. • To identify the Fairtrade logo and the four main things the charity does. • To explain the terms 'consumer' and 'boycott'. • To explain how as a consumer, you can make ethical decisions. • To explain how trade affects the environment and how this effects our global footprints. • To explain the 'United Kingdom' and how the range of identities in the United Kingdom can bring richness to our society. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Visit to supermarket to research and buy Fairtrade products • Analyse media • Ethical consumerism • Map analysis • Awareness of national and global issues • Social skills • Literacy, Comprehension, and Grammar 	Global Footprint Multiculturalism	
Assessment point 1 – Fair Trade				
Spring 1	Keeping Healthy: Drugs Education	<p>Key knowledge taught:</p> <p>To identify the key features of major World Religions, Buddhism, Christianity, Islam, Judaism, Hinduism, Sikhism:</p> <ul style="list-style-type: none"> • Origin • Symbol 	Afterlife Atheist Celebration Community Faith Holy book Monotheistic	Term 3 + 4 - World Religions

		<ul style="list-style-type: none"> • Gods • Holy book • Place of worship • How they worship • Leaders • Holidays • Core beliefs <p>Key skills developed:</p> <ul style="list-style-type: none"> • Empathy and tolerance • Awareness of world issues • Critical thinking • Literacy, Comprehension, and Grammar 	Polytheistic Prayer Theist Worship	
Spring 2	Social Education: Stereotypes			
Assessment point 2 – Drugs Education				
Summer 1	Keeping Healthy: RSE	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To identify the different aspects of well being • To explain how a healthy lifestyle can impact the different aspects of your wellbeing. • To identify the key ingredients of a healthy diet and explain why it's important to eat healthier options. • To understand the effects of sugar. • To suggest ways to improve diet. • To describe the short- and long-term effects of an unhealthy diet. • To identify different types of diet. • To identify and describe different types of exercise and explain why it is important. • To describe and explain the impact diet has on sleep. <p>Key skills developed:</p>	Physical Emotional Social Carbohydrate Protein Dairy Dopamine Obesity Heart attacks Type 2 diabetes Vegan Vegetarian Pescatarian Keto Paleo Omnivorous Speed	Term 5.1 - Healthy living

		<ul style="list-style-type: none"> • Healthy habits • Exam technique • Literacy, Comprehension, and Grammar 	Strength Stamina Suppleness	
Summer 2	Personal Wellbeing: All About Me	Key knowledge taught: <ul style="list-style-type: none"> • To describe and explain the physical effects of puberty on boys and girls. • To identify where to go for support with issues during puberty. • To describe and explain the emotional effects of puberty. • To identify coping strategies for emotional effects of puberty. • To understand what personal hygiene is and why it is important. • To identify what it is to make sure we have good personal hygiene. Key skills developed: <ul style="list-style-type: none"> • Complete 'All About Me' form • Literacy, Comprehension, and Grammar • Forming an opinion 	Puberty Hormones Period Testosterone Erections Acne Dandruff Body odour Personal hygiene	Term 5.2 - SRE
Assessment point 3 – Keeping Healthy: RSE				