

unifrog

Year 5 PSHE

Key lesson information

Unifrog's primary PSHE curriculum

Unifrog's **primary PSHE Lesson Pack** has been designed to meet the following:

- [Department for Education's statutory guidance for relationships and sex education \(RSE\) and health education \(primary schools\) \(for teaching until 31 August 2025\)](#)
- [PSHE Association's Key Stage 1 and Key Stage 2 learning objectives](#)

Find out more here:

- [Unifrog's primary PSHE Lesson Pack: FAQs](#)

Unifrog's Year 5 curriculum

PSHE:

- How might friendships change over time?
- What is the impact of bullying?
- How can people use social media safely?
- What does diversity in relationships look like?
- How can healthy habits help us?
- How do rules and restrictions keep people safe?
- What support is available for mental health?
- Why are smoking, vaping, and alcohol harmful?

Careers:

- What are skills?
- Which jobs might be needed in the future?
- Why do people work for charities?
- How can we prevent harmful work?

Additional lessons coming soon!

How might friendships change over time?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain that friendships can change over time.
- Explain that friendships have ups and downs.
- Explain what peer pressure and peer approval are and how to deal with these.

Main student tasks

1. List three ways to resolve an argument.
 2. Read the story about changing friendships and answer the questions.
 3. Match the key words with the definitions.
 4. Read the scenarios and decide how each character should respond.
- Optional: Read the two scenarios about behaviour at work and decide which one is the better scenario and why.

Keywords

Argument, gorge, peer, peer approval, peer pressure, professional.

What is the impact of bullying?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain the lasting, negative impacts of bullying.
 - Explain how to get support if they or someone they know is being bullied.
 - Give advice to someone who is being bullied about how to get support.

Main student tasks

1. Match the words to their definitions of unkind behaviour.
2. Answer questions on the lasting, negative impacts of bullying.
3. Listen to the scenarios and explain the lasting, negative impacts that each individual experienced, after being bullied.
4. Look at factors that lead some people to bully and explore how they can receive support.
5. Explore ways that people can receive support for bullying.
6. Give advice to children who have been bullied, including where they can get support.
7. Optional: Explore jobs that support people being bullied.

Keywords

Trolling, teasing, name-calling, bullying, excluding others, emotional, mental, impact, unacceptable, support, negative.

How can people use social media safely?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain what social media is and how people use it.
 - Evaluate positive and negative aspects of social media.
 - Recognise how to use social media safely.

Main student tasks

1. Discuss whether statements about being online are true or false.
 2. Recognise social media platforms, how they are used, and some of their risks.
 3. Match facts and statistics about social media.
 4. Explore different viewpoints in a scenario about social media use.
 5. Examine social media's effect on people's brains.
 6. Decide the most sensible and safe decision to make in scenarios about social media.
- Optional: discuss the pros and cons of working as an influencer.

Keywords

Internet, online, social media, social media platform, posts, likes, cyberbullying, addiction, dopamine, endorphins, reactions.

What does diversity in relationships look like?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain that families can look different to their own families.
 - Explain why all families deserve respect.
 - Explain the different types of attraction people may experience.

Main student tasks

1. List three things that trusted adults should do.
 2. Outline three types of attraction by matching the words to the definitions.
 3. Read scenarios and decide what is the same about each couple.
 4. Answer a question about gender identity.
 5. Match the words to the definitions of different family types.
 6. Classify the pictures on the slides into different family types.
 7. Design a family which is different to their own.
- Optional: Give each family member a career or career aspiration.

Keywords

Attraction, romantic, emotional, sexual, sexual orientation, gender identify, single-parent family, same-sex parents, step-parents, foster parents, blended families, kinship care.

How can healthy habits help us?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Describe some healthy habits.
- Explain different ways that people can adapt existing habits to make them healthier.

Main student tasks

1. Read a scenario and answer the questions about healthy habits outside.
2. Read scenarios where the character has two options to choose from. Predict what might happen for each option and then choose the healthiest option.
3. Reflect on any weekly habits that could be made healthier.
4. Optional: Look at the three careers which help people support healthy habits and discuss which other people can support with this.

Keywords

Habits, screen timer, sunscreen, sunglasses, dietician, personal trainer dermatologist.

How do rules and restrictions keep people safe?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain why we have rules and restrictions.
- Suggest some safe choices related to being online.
- Identify a trusted adult they can speak to and know what to say if they are worried or have a question about staying safe.

Main student tasks

1. Identify age restrictions for different activities.
 2. Indicate some good reasons for having rules and imagine what places might be like if rules didn't exist.
 3. Match rules and restrictions to how they keep people safe.
 4. Discuss a scenario in a small group, considering consequences and identifying safe choices.
 5. Decide a trusted adult they can speak to about problems and think about what to say in different situations.
- Optional: discuss how being a movie/film classifier could affect someone's mental health.

Keywords

Rules, restrictions, age ratings, social media, gambling, vaping, block, report, wellbeing, trusted adult.

What support is available for mental health?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain what mental health and mental illness are.
- Say where and how to get support with mental illness.

Main student tasks

1. Discuss what mental health is and think of five ways people can improve their mental health.
 2. Discuss what empathy is and then listen to scenarios and decide how those people might be feeling.
 3. Discuss what mental illness is.
 4. Read the scenarios and decide who can help with mental illness and how to ask for help.
 5. Discuss the questions about mental health.
- Optional: Discuss strategies that can support with mental health and practise acts of kindness and being in nature.

Keywords

Mental health, mental illness, support, emotions, empathy, conscience, kindness, nature.

Why are smoking, vaping, and alcohol harmful?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain the risks associated with smoking, vaping, and drinking alcohol.
 - Explain the law surrounding smoking, vaping, and drinking alcohol.

Main student tasks

1. Write down notes on how smoking, vaping, and drinking alcohol can impact health.
 2. Explore the true and false questions about smoking and edit or add to notes.
 3. Explore the true and false questions about vaping and edit or add to notes.
 4. Explore the true and false questions about drinking alcohol and edit or add to notes.
 5. Explore how companies try and promote harmful products and design a product package for alcohol, vapes, or nicotine pouches which explain the risks of using those products.
- Optional: Explore organisations and careers which help people with addiction.

Keywords

Cigarettes, vape, e-cigarette, alcohol, vaping, smoking, drinking, addiction, habit, health,

What are skills?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Identify what skills are.
- Reflect on their skills and which ones need to be developed.
- Link different skills to different careers.

Main student tasks

1. Decide which child on the slide has the best mindset.
2. Watch the video about skills and decide when they use different skills in their lives.
3. Read the scenarios and identify which skills each character needs to develop.
4. Reflect on their own skills and decide which skills they have and which could be developed.
5. Set themselves a goal to improve skills.
6. Link skills to different careers.

Keywords

Mindset, creativity, caring, staying positive, numeracy, writing, listening, teamwork, communication, reading, artistic skills, problem solving, Tv presenter, care worker, accountant, furniture designer, translator.

Which jobs might be needed in the future?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain that jobs can change over time.
- Explain that some jobs are created in response to changes.
- Explain that jobs in the future might exist that don't exist now.

Main student tasks

1. Think of three jobs that existed in the Roman era.
2. Look at the jobs on the slides and decide when the job was invented and if they think it still exists.
3. Explore ways the world has changed in the last twenty years and decide which jobs were created in response to these changes.
4. Discuss some potential future jobs based on challenges the world might face.

Keywords

Roman Empire, chimney sweep, astronaut, sponge diver, video shop assistant, armpit hair plucker, plague doctor, court jester, waker upper, hatter, milk delivery person, social media manager, contact tracer, disinformation specialist, colonisation, invasive species.

Why do people work for charities?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Identify what charities are and how they work.
- Explain how to work for a charity.
- Explain some of the benefits of working for a charity.

Main student tasks

1. Complete an 'odd one out' task about different types of work.
2. Watch a video about charities and answer the questions on the slide.
3. Watch a second video and identify benefits of working for charities.
4. Read three bios and identify why each person works for a charity.
5. Reflect on how they can volunteer and whether they would like to work with charities.

Keywords

Charity, paid, non-paid, volunteer, benefits, wages, charity fundraiser, sapling.

How can we prevent harmful work?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Define harmful work.
- Identify harmful work in practice.
- Identify how to reduce harmful work.

Main student tasks

1. Decide which screenshot is a more trustworthy source.
2. Learn what harmful work is and answer questions about harmful work within a story.
3. Look at the images and decide whether harmful work is happening.
4. Complete the harmful work quiz.

Keywords

Trusted sources, harmful work, physically, mentally, the environment, tree surgeon, protective equipment, marine protected area.

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