



Year 5 RSE/PSHE/SUMO Yearly Overview

TEN:TEN - Module one – created and loved by God	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Autumn 1 SUMO Link: Change your t-shirt</p>	<p>SUMO activities: Change your T-shirt.</p> <p>Example activities include:</p> <ul style="list-style-type: none"> • Give children a t-shirt template. Have decorate with negative feelings on the one side and positive feelings on the other. – make a class washing line. • Role play – ask children to create a short role play how what t-shirt they are wearing and how this can have an impact on others. • Ask children to draw different Emojis on t-shirts – ask the what could be done to change this t-shirt. 	<p>Starter – circle time. Story sessions – Day 1 (Kester’s adventures).</p> <p>Look at session one: Gifts and Talents. Read through PPT with children and answer any Qs the children may have.</p> <p>SL: If I was wearing a jealous t-shirt, how would others be feeling?</p> <p>If I was wearing a self-confidence t-shirt, how would others be feeling?</p>	<p>Recap with children the importance of identity. That it is our gifts and talents that makes us unique and they should be celebrated.</p> <p>TASK: Ask the children to create an IDENTITY badge that looks at them as a person, their hobbies and their personal values.</p> <p>PSHE link: Why do you think as a class we should respect each other’s values?</p>	<p>Starter – circle time. Story sessions – Day 2 (Kester’s adventures).</p> <p>Look at session two: girls’ bodies. Read through PPT with children and answer any Qs the children may have about the changes to girls’ bodies.</p> <p>SL: reflective time. What t-shirt do you think you have been wearing this session? How do you think this has impacted others? Is there anything you would like to change for the next session?</p> <p>Reflections: What questions would you like to ask about girls’ puberty?</p>	<p>Recap on how girls’ bodies will change as they grow older.</p> <p>TASK: Give the children a silhouette of a girl. Ask them in pairs to write bout the changes to a girls body.</p> <p>In pairs, create a ‘hot seat’ as if one child is Leyla and one is the interviewer asking the following questions.</p> <ul style="list-style-type: none"> - explain how Leyla felt when Siobhan said that everyone was wearing bras except her. - Why was Leyla nervous about telling her Mom and sister? - What advice would you give Leyla about the changes in her body as she gets older? - If Leyla could hear God speak, what would He say to her? 	
<p>Autumn 2 SUMO Link: Fruity Thinking</p>	<p>SUMO activities: Change your T-shirt.</p> <p>Example activities include:</p> <ul style="list-style-type: none"> • Draw fruit (Positive thoughts in the fruit) • Create poster showing differences between fruity and faulty thinking. 	<p>Starter – circle time. Story sessions – Day 3 (Kester’s adventures).</p> <p>Look at session three: Boys’ Bodies. Read through PPT with children and answer any</p>	<p>Recap on how boys’ bodies will change as they grow older.</p> <p>TASK: Ask the children to create a poster on how boys’ bodies develop as they go through puberty (either as a group or individually).</p>	<p>Starter – circle time. Story sessions – Day 4 (Kester’s adventures).</p> <p>Look at session four: Spots and Sleep. Read through PPT with children and answer any Qs about this.</p>	<p>Recap on how to look after our body.</p> <p>TASK: give children a rucksack outline. Explain to them that they are going on a trip and need to keep their body healthy why they are away. What would they</p>	



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	<ul style="list-style-type: none"> Write an agony aunt letter who is a faulty thinking for the children to give advice on how they can change to a fruity thinker. <p style="color: red;">Reflection: When is a time you have felt faulty? How did you change that to fruity thinking?</p>	<p>Qs the children may have about the changes in boys' bodies.</p> <p style="color: red;">SL: Jack is 10 years old, he is feeling quite negative about his body because he is starting to grow hair in places he didn't before. What advice would you give Jack to turn him into a fruity thinker?</p> <p style="color: blue;">Reflections: What questions would you like to ask about boys' puberty?</p>	<p>CHALLENGE: answer the following questions...</p> <ol style="list-style-type: none"> 1) Can you describe how Fin might have felt when Marcus said 'boys don't cry.' 2) How do you think Marcus feels when Darren takes away his deodorant and hair gel? 3) If Marcus could hear God speak, what would He say to him? 4) If you had any questions about this, what trusted adult could YOU go and speak to? 	<p style="color: red;">SL: Why is it important that I think positively about my body and have respect for it?</p>	<p>need to take with them? Draw the item in your backpack and write need to it why you would need to take this item.</p> <p style="color: blue;">PSHE link: What is something you need to do to look after your body more?</p>						
<p>Spring 1 SUMO Link: Hippo time is OK</p>	<p style="color: red;">SUMO activities: Hippo time is OK.</p> <p>Example activities include:</p> <ul style="list-style-type: none"> Watch SUMO video on hippo time. Draw a time when we may need hippo time. Who can help us during this time? How do I feel during hippo time? How can I use my SUMO skills to help me feel better? 	<p>Starter – circle time. Story sessions – Day 5 (Kester's adventures).</p> <p>Look at session one: Body Image. Read through PPT with children and answer any Qs about this.</p> <p style="color: blue;">Reflection: Abraham told Kester that he should be THANKFUL. Write three things that you are thankful for.</p>	<p>Recap with children on the importance of body image.</p> <p>TASK: create a magazine cover for children your age to feel good about their body image! Discuss with class what type of things they could include on their magazine cover.</p> <p style="color: red;">SL: Sarah is feeling a little down about her body image as she has been comparing herself to other girls on social media. What can she do to make herself feel better?</p>	<p>Look at session two: Peculiar Feelings. Read through PPT with children and answer any Qs about this.</p> <p style="color: red;">SL: Why is using hippo time a good way of managing our change in feelings?</p>	<p>Recap with children how we are in change of managing our behaviour.</p> <p>TASK: ask the children to think about different situations in their life where they have felt: happy, upset, angry, annoyed, excited.</p> <p>Children will then create a flowchart thinking about the event/feeling/outcome – SL</p> <p style="color: red;">Example:</p> <table border="1" data-bbox="1827 1241 2197 1391"> <thead> <tr> <th>Event</th> <th>Feeling</th> <th>outcome</th> </tr> </thead> <tbody> <tr> <td>My teacher praised me for amazing work.</td> <td>Proud/happy</td> <td>I carried on trying to impress and work hard.</td> </tr> </tbody> </table>	Event	Feeling	outcome	My teacher praised me for amazing work.	Proud/happy	I carried on trying to impress and work hard.
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<p>Spring 2 SUMO Link: Remember the beachball</p>	<p>SUMO activities: Remember the beachball. Example activities include:</p> <ul style="list-style-type: none"> Use beachballs. What colours can you see when you're holding the beachball? What colours can your partner see? Use beachball template to answer: Why is it important that we see other people's point of view? 	<p>Look at session three: emotional changes. Read through PPT with children and answer any Qs about this.</p> <p>SL: Sam and Fred are best friends and have the same interests. There is a school disco, Sam really wants to go but Fred thinks it is a silly idea and can't think of anything worse. Why is it okay that they have different opinions?</p>	<p>Recap with children on the changes of emotions.</p> <p>TASK: In groups, children are given the following scenarios and have to complete a quick role-play on two different ways this could go. For example.</p> <p>Scenario 1 – The person I sit next to in assembly keeps pinching me.</p> <table border="1" data-bbox="994 496 1451 826"> <tr> <td colspan="3" style="background-color: #e1f5fe;">What happened: My chocolate bar has disappeared.</td> </tr> <tr> <td style="background-color: #bbdefb;">Thought</td> <td style="background-color: #ffe0b2;">Feeling</td> <td style="background-color: #f44336;">STOP!!!!</td> </tr> <tr> <td>Someone has stolen it! It's not fair, this always happens to me!</td> <td>Angry, want to find the thief and show them who's boss!</td> <td>Talk to someone I trust about what happened.</td> </tr> <tr> <td style="background-color: #bbdefb;">New thoughts</td> <td style="background-color: #ffe0b2;">New feelings</td> <td style="background-color: #bbdefb;">New actions</td> </tr> <tr> <td>I don't have all the facts, so I don't really know what happened. Someone might have just taken it by mistake.</td> <td>Confused but calm.</td> <td>Ask around to see if anyone has taken it by mistake - and they had!</td> </tr> </table> <p>Scenario 2 – My Dad comes to visit me every Sunday, but he is already an hour late.</p> <p>Now think of two different scenarios in your groups!</p>	What happened: My chocolate bar has disappeared.			Thought	Feeling	STOP!!!!	Someone has stolen it! It's not fair, this always happens to me!	Angry, want to find the thief and show them who's boss!	Talk to someone I trust about what happened.	New thoughts	New feelings	New actions	I don't have all the facts, so I don't really know what happened. Someone might have just taken it by mistake.	Confused but calm.	Ask around to see if anyone has taken it by mistake - and they had!	<p>Look at session four: Seeing stuff online. Read through PPT with children and answer any Qs about this.</p> <p>SL: I see something online that I am uncomfortable with. I speak to my best friend about it and they see it differently and think it is fine. What should I do?</p>	<p>Recap on how to stay safe online with the children.</p> <p>TASK: Children to create a poster about how to stay safe online. There poster should include:</p> <ol style="list-style-type: none"> 1) What I like doing online – how this makes me feel. 2) What to do if you see something bad online – how this can make you feel. 3) explain how we can all stay safe online. <p>REFLECTION: God made us with love. Remember this can help us with negative thoughts like Siobhan has in the video. Take time to write to God thanking Him for making you with love and how this makes you feel.</p>
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<p>Summer 1 SUMO Link: Learn Latin</p>	<p>SUMO activities: Learning Latin. Example activities include:</p> <ul style="list-style-type: none"> Watch Learning Latin video on the SUMO website. Why do we put things off? 	<p>Look at session one: Making Babies (part one). Read through PPT with children and answer any Qs about this.</p>	<p>Recap with children the scientific words to show how babies grow in the womb.</p>	<p>Look at session three: Menstruation. Read through PPT with children and answer any Qs about this.</p>	<p>Recap with children what happens during the menstruation cycle.</p> <p>TASK: ask children to create a fact file in pairs to give to the</p>															



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	<ul style="list-style-type: none"> • What sort of things do you try and leave until later? • Why do you leave them till later? • Think about the things you put off. - Make a poster. Think of things you could do to make you seize the day and do them anyway. 	<p>SL: Why do you think it is important to seize the day and learn about how babies grow in the womb rather than put it off?</p>	<p>TASK: Children to create their own dictionary on the following words.</p> <p style="text-align: right;"></p> <p>Describe what the following are:</p> <p>Placenta:</p> <p>Conception:</p> <p>Embryo:</p> <p>Sperm:</p> <p>Womb (uterus):</p> <p>Fallopian Tube:</p> <p>Vagina:</p> <p>Implantation:</p> <p>Egg:</p> <p>Umbilical cord:</p> <p>Fetus:</p> <p>Ask the children to then describe in their own words when a man's sperm meets a woman's egg.</p> <p style="text-align: center;">SEND SESSION 2 OF MAKING BABIES HOME FOR PARENTS TO DISCUSS WITH CHILDREN.</p>	<p>SL: Jack is a ten-year-old boy and keeps putting off learning about menstruation. What advice would you give Jack?</p>	<p>next Year 5 about this so they aren't so worried. Include the following in your fact file:</p> <ul style="list-style-type: none"> • When does a girl start her period? • What would you say to a 13-year-old girl who hasn't started her period yet? • How long does a period last? • How much blood is usually lost? • Explain how a period happens and why. • What to do when you start your period. • How to keep clean during periods.
<p>Summer 2 SUMO Link: Ditch Doris Day</p>	<p>SUMO activities: Ditch Doris Day. Example activities include:</p> <ul style="list-style-type: none"> • Watch video on the SUMO website. • Write a proud diary. - What have you achieved that you are proud of? • How can we make a difference in school? 	<p>Looking forward – Own personal assessment for children. (Not linked to a Ten Ten video)</p> <p>TASK: children to complete the following:</p> <ul style="list-style-type: none"> - Name -Age 	<p style="text-align: center;"><u>HMHM</u> <u>Friendship</u> <u>Being a good friend (Lesson 1)</u></p> <p>Starter: Discuss as a class what makes a good friend.</p> <p>Main: Split pupils into groups of 4-8, and instruct them to create a short play titled "Being a Good Friend". If you feel that it</p>	<p style="text-align: center;"><u>HMHM</u> <u>Friendship</u> <u>Working together (Lesson 3)</u></p> <p>Starter: Play practical team building activity.</p> <p>Main: Split pupils into groups of three and assign</p>	<p style="text-align: center;"><u>HMHM</u> <u>Belonging</u> <u>Ideal school (Lesson 1)</u></p> <p>Starter: Introduce lesson by explaining to them different types of education systems around the world and getting them to rank them in order of what they feel would be best.</p>



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	<ul style="list-style-type: none"> Let's set some goals: What do we want to do to make a difference in school and how are we going to do it? 	<p>-I know that in a few years, my body will change by...</p> <p>-When I think about these changes, I feel...</p> <p>-I'm most excited for...</p> <p>-I'm most scared of...</p> <p>Write a prayer to ask God to lead you as your grow up.</p>	<p>would be appropriate for some of the groups, you can instruct these groups to create a short play titled "Being a Bad Friend". Support each group to rehearse and perform their play for the class, and encourage the other groups to identify the characteristics that they see the actors exemplifying within each play.</p> <p>SL: What is something you have done for your friends that makes you proud?</p>	<p>each of them a role in a construction task using Lego or building blocks. Once pupils have constructed their model as a team, they should swap roles and undertake the task again, repeating as many times as possible.</p> <p>SL: If I can't do this task, why should I not give up?</p>	<p>Main: write a day in the life of a pupil attending one of the schools described in the starter activity. Alternatively, the pupils can write a journal entry of a day in the life of their 'Ideal School'. The 'Ideal School'.</p> <p>SL: What action could you take NOW to improve our own school?</p>
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If modules are complete with time for further activities, please go back to HMHM and complete the wider community units that may not have been covered within the other units.

Such as:

- Belonging – Lesson 2, 3, 4, 5 and 6
- My wider world – Lesson 1, 2, 3, 4, 5 and 6