

unifrog

Year 5 PSHE and careers

Key lesson information

Unifrog's primary PSHE and careers curriculum

Unifrog's **primary PSHE Lesson Pack** has been designed to cover the Department for Education statutory R(S)HE guidance and the PSHE Association's learning objectives.

Unifrog's **primary Careers Lesson Pack** has been designed to cover the CDI's learning objectives and the PSHE Association's careers education learning objectives.

Find out more here:

- [Unifrog's primary PSHE Lesson Pack: FAQs](#)
- [Unifrog's primary Careers 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?
- What are the risks of online relationships?
- What is reproduction?
- How do people use money sensibly?

- Why does being different make the world interesting?
- How do stereotypes and prejudices impact people?

Careers:

- What are skills?
- Which jobs might be needed in the future?
- Why do people work for charities?
- How can we prevent harmful work?
- What skills do people need for different jobs?
- How can I make a good decision?

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	<p>By the end of the session, children should be able to:</p> <ul style="list-style-type: none">• 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	<ol style="list-style-type: none">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	<p>Trolling, teasing, name-calling, bullying, excluding others, emotional, mental, impact, unacceptable, support, negative.</p>

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, suncream, 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: <ul style="list-style-type: none">• Explain what mental health and mental illness are.• Say where and how to get support with mental illness.
Main student tasks	<ol style="list-style-type: none">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 the risks of online relationships?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain how online relationships are different to in real life.
 - List some risks of online interactions.
 - Identify steps to take if they are concerned about an online interaction.

Main student tasks

1. Assess how risky different online events are.
 2. Compare social interactions online to interactions in real life.
 3. Identify risky elements in online messages.
 4. Decide the steps to take if children are sent a risky message.
- Optional: Judge which skills would be most useful for a child helpline counsellor.

Keywords

Safe, risky, online, relationship, interaction, social media, chat group, messages, scammer, block, report.

What is reproduction?

Key lesson information

Objectives

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

- Explain some changes that happen to the vulva, penis, and testicles during puberty.
- Explain the process of reproduction in humans.
- List some changes that happen during pregnancy.

Main student tasks

1. Explain how baby animals are made.
2. Decide if the statements about puberty are true or false
3. Decide on the correct order for the process of reproduction.
4. Decide which statements about pregnancy are true and which are false.
5. List five ways that babies need to be looked after.
6. Explore ways of finding out more about puberty and reproduction.

Keywords

Baby, penis, semen, testicles, vulva, vagina, testosterone, oestrogen, progesterone, uterus, conception, fertilisation, egg, sperm, sexual intercourse, breasts, pregnancy, embryo, menstruation, consent.

What is reproduction?

Optional additional lesson content

Key lesson information

Objectives

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

- List some other ways adults might have children, beyond sexual intercourse.
- Demonstrate a basic understanding of contraception.
- Explain that having a child is a personal choice.

Main student tasks

1. Discuss why some adults choose to have children using IVF, surrogacy, adoption, or fostering.
2. Discuss why consent before sex is important.
3. Learn that contraception can reduce the chances of making a baby.
4. Discuss that some people might never want children and how to respect personal decisions.
5. Learn what the menopause is and discuss the options available for having children after the menopause.
6. Reflect on the emotions they feel after the lesson and where to find out more.

Keywords

IVF, surrogacy, adoption, fostering, sexual intercourse, consent, contraception, condoms, contraceptive pill, contraceptive implant, life choices, respect, menopause.

How do people use money sensibly?

Key lesson information

Objectives

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

- Explain that people have different attitudes to spending money and suggest reasons why.
- Consider what “good value” means.
- Identify ways to spend money ethically.

Main student tasks

1. Choose between price options.
 2. Debate whether it’s better to buy a cheaper or more expensive item.
 3. Explain why an item is better value than another.
 4. Discuss two different attitudes to spending and saving and consider their impact.
 5. Investigate ethical spending choices.
 6. Decide the best advice to takeaway from this lesson.
- Optional: suggest advice a financial adviser might give.

Keywords

Money, saving, spending, expensive, attitudes, needs, wants, good value, ethical, financial adviser.

Why does being different make the world interesting?

Key lesson information

Objectives

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

- Explain that traditions vary around the world.
- Explain how to respectfully respond to diversity and different cultures.

Main student tasks

1. Listen and respond to the different traditions from around the world.
2. Define culture and diversity and give reasons why these are important, globally.
3. Reflect on the questions about respecting culture and diversity.
4. Sort the behaviours into respectful and not respectful.
5. Act out a scenario and respond respectfully.
6. Reflect on the similarities and differences they have with others.
7. Listen to the story and rewrite it to include diverse characters with different cultures.

Keywords

Culture, diversity, traditions, O-soji, Día de los Muertos, Diwali, Friluftsliv, Ubuntu.

How do stereotypes and prejudices impact people?

Key lesson information

Objectives

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

- Explain what a stereotype is.
- Explain what prejudice is.
- Explain how stereotypes and prejudices can be damaging and can impact behaviour.

Main student tasks

1. Define 'stereotype', 'prejudice', and 'discrimination'.
2. Discuss which groups or characteristics people can be stereotyped or show prejudice against.
3. Discuss how stereotyping and showing prejudice can cause damage to people.
4. Read scenarios and act out how to challenge stereotypes, prejudice, or discrimination.
5. Discuss who can help if people are being stereotyped, shown prejudice against, or experiencing discrimination.

Keywords

Stereotype, prejudice, discrimination, protected characteristics, bullying, challenging.

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.

What skills do people need for different jobs?

Key lesson information

Objectives

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

- Explain how some skills can be used in jobs.
- Reflect on their own skills.

Main student tasks

1. Match the skills to their definitions.
2. Practise problem solving to help the chef plan a school lunch.
3. Practise critical thinking to help the wildlife crime investigator solve a case.
4. Practise caring skills to help the disaster relief worker provide support.
5. Reflect on how they feel about their own abilities with each skill.

Keywords

Skills, problem solving, critical thinking, caring, chef, wildlife crime investigator, disaster relief worker, reflect.

How can I make a good decision?

Key lesson information

Objectives

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

- Give reasons why different people choose different careers.
- Explain that different choices can lead to different career paths.

Main student tasks

1. Look at the activities and think about the skills that could be learnt by doing them.
2. Read two scenarios and reflect on the different opportunities the people had and how these influenced the choices they made.
3. Read scenarios and offer advice on how to make sensible choices.
4. Read scenarios and offer advice on how to make safe choices.
5. Reflect on their own life choices and weigh up pros and cons for different options.

Keywords

Skills, opportunities, decisions, safety, choices.

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