



PSHE/RHE Year 5

Theme	Children should learn...
Family, friendships and relationships	<ul style="list-style-type: none">• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.• The importance of self-respect and how this links to their own happiness.• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• What a stereotype is, and how stereotypes can be unfair, negative or destructive.• The importance of permission-seeking and giving in relationships with friends, peers and adults.
Staying Safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• How to recognise and report feelings of being unsafe or feeling bad about any adult.• How to ask for advice or help for themselves or others, and to keep trying until they are heard,• How to report concerns or abuse, and the vocabulary and confidence needed to do so.



	<ul style="list-style-type: none">• Where to get advice e.g. family, school and/or other sources.
Staying safe online	<ul style="list-style-type: none">• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• What the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Physical Health	<ul style="list-style-type: none">• The characteristics and mental and physical benefits of an active lifestyle.• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• The risks associated with an inactive lifestyle (including obesity).• How and when to seek support including which adults to speak to in school if they are worried about their health.
Mental Health	<ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health.• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Growing Up	<ul style="list-style-type: none">• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• About menstrual wellbeing including the key facts about the menstrual cycle.
First Aid	<ul style="list-style-type: none">• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.



Living in the wider world	<ul style="list-style-type: none">• To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices• What being part of a community means, and about the varied institutions that support communities locally and nationally• About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer• To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
British values and school behaviours	<ul style="list-style-type: none">• The school behaviours are:<ul style="list-style-type: none">○ Respectful, kind, resilient, brave and motivated• The five British Values are:<ul style="list-style-type: none">○ Democracy○ The rule of law○ Individual liberty○ Mutual respect○ Tolerance of those of different faiths and beliefs.