**The PSHE curriculum Autumn Term Year 5**

**Beginning and Belonging**

* Develop ideas to help school to feel a safer, happier place and develop an awareness of how my own actions may impact upon the feelings of others.
* Develop strategies for building collaborative relationships within the class and the school.
* Recognise the emotions people might feel in a new situation and how to support them. Read Coming to England by Floella Benjamin
* Know how to help new people feel welcome, in a range of situations in and out of school.
* Develop their own strategies for coping with emotions and developing resilience in new situations.
* Identify a range of sources of support and know how to seek help. Identify the trusted adults on their safety star network.
* Range of sources of support and know how to seek help.
* Ask for help and support for others, report concerns and keep trying until they are heard.

**Anti-Bullying**

* Describe the key characteristics and forms of bullying
* Talk about personal reasons why someone may engage in bullying
* Identify and describe specific types of prejudice driven bullying. Read extract from Wonder by RJ Palacio, Willy and Hugh by Anthony Browne
* Describe the different roles of those involved in a bullying situation
* Describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied
* Describe confidently and demonstrate a number of assertiveness techniques
* Watch episode 1 from Bandrunner [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) about receiving unkind messages online
* Anti-bullying week foci

**Family and Friends**

* Describe aspects of healthy and unhealthy relationships, online and offline have developed ways of beginning new friendships and maintaining existing ones, on and offline. Read Cyril and Pat by Emily Gravett- an example of loyalty to friends
* Have strategies for managing some of the pressures in friendships and family relationships
* Understand when consent should be sought and given in their current relationships, on and offline
* Describe how communication skills, empathy and compromise can reduce familiar relationship challenges
* Understand how families can support each other through periods of change or pressure.

**The PSHE curriculum Spring Term Year 5**

**Managing Safety and Risk**

* describe some benefits and consequences of taking risks, in familiar and unfamiliar contexts. Read Scaredy Squirrel by Melanie Watt
* describe ways their levels of responsibility are changing
* describe strategies for getting help from known and unknown adults, even when this is difficult
* describe strategies for staying safer on the roads when using them independently, as a cyclist or pedestrian
* describe strategies to keep safer in the sun
* describe some first aid procedures to be used in familiar and unfamiliar situations.

**Digital Lifestyles**

**Children will:**

* identify the benefits of the Internet and know how to look after my digital wellbeing.
* know how to stay safe, healthy and happy online and when I use digital technology.
* know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.
* know how to use social media responsibly to protect the health, wellbeing and rights of all.
* know what online bullying is and what to do if I see or experience it to help make it stop.
* understand not all information online is true and know how to assess the reliability of both text and images.

**Diversity and Communities**

* be able to recognise aspects of their identity and understand how other people can influence their perception of themselves. Read Edwardo by John Burningham and Perfectly Norman by Tom Percival
* be able to describe the ethnic make-up of their community and different groups that live in Britain
* recognise the negative effects of stereotyping and prejudice. Watch the short film The Present
* know about how they and others, including volunteers, contribute to the community
* understand about the role of the media and its possible influences
* understand some ways of caring for the environment and the contribution they can make. Read Greta and the Giants by Zoe Tucker

**The PSHE curriculum Summer Term Year 5**

**Drug Education**

**Children will:**

* be able to categorise drugs as medical, non-medical, legal and illegal
* understand the roles of medicines and immunisations
* recognise some reasons why people use and misuse drugs
* understand some of the laws relating to legal drugs such as alcohol and nicotine
* have begun to recognise influence and pressure and have related this to peers and the media
* to describe how alcohol enters the bloodstream and its possible effects
* to describe how nicotine enters the bloodstream and a range of possible effects of cigarettes and vaping, ways people might give up smoking
* be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.

**Relationships and Sex Education**

**Children will:**

* know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.
* understand the main changes that happen at puberty, know
* some ways to manage them, and how it affects people differently.
* have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.
* understand the importance of washing regularly and of maintaining other hygiene routines during puberty.

Vocabulary used:

• puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, period pants, menstrual cup, penis, testicle, scrotum, urethra, cervix, ovaries, uterus, fallopian tubes, vagina, vulva, pubic hair, underarm hair, breasts, spots

**Managing Change**

**Time permitting we might look at:**

* be able to identify a range of situations which involve loss and change.
* recognise emotions associated with loss and change, and understand how these feelings can change. Read Lubna and Pebble by Wendy Meddour
* be able to identify a range of changes which can happen in families, and talk about how and why their friendships might change.
* be able to identify what might help when experiencing difficult emotions.
* know how they can access support and how they can support other people.
* be able to reflect on their own experiences of change and describe some ways they have affected them.
* have developed strategies for coping with future changes, including transition to secondary school