 LONGTON LANE PRIMARY SCHOOL PSHE PHYSICAL HEALTH AND WELLBEING RELATIONSHIPS EDUCATION YEAR Y5

‘Believe and Achieve’

|  |  |  |
| --- | --- | --- |
| Families and people who care for me  * how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 6  Caring friendships  * that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 9 * 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 10 * 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 11  Respectful relationships  * the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 12 * the conventions of courtesy and manners 14 * the importance of self-respect and how this links to their own happiness 15 * 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 16 * what a stereotype is, and how stereotypes can be unfair, negative or destructive 18 * the importance of permission-seeking and giving in relationships with friends, peers and adults 19  Being safe  * that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 27 * how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 28 * how to recognise and report feelings of being unsafe or feeling bad about any adult 29 * how to ask for advice or help for themselves or others, and to keep trying until they are heard 30 * how to report concerns or abuse, and the vocabulary and confidence needed to do so 31 * where to get advice, for example family, school or other sources 32 | | |
| **Autumn Term Weeks 1-4**  **Belonging to a Community** | **Autumn Term Weeks 5-8**  **Respecting Ourselves and Others** | **Autumn Term Weeks 9-12**  **Physical Health and Mental Wellbeing** |
| **L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  **L5.** ways of carrying out shared responsibilities for protecting the environment  in school and at home; how everyday choices can affect the environment (e.g.  reducing, reusing, recycling; food choices)  **L19.** that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) | **R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  **R21.** about discrimination: what it means and how to challenge it  **R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online  and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  **R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own | **H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn  **H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  **H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  **H12.** about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer |
| **Spring Term Weeks 1-4**  **Safe Relationships** | **Spring Term Weeks 5-8**  **Media Literacy and Digital Resilience** | **Spring Term Weeks 9-12**  **Keeping Safe** |
| **R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice  **R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  **R26.** about seeking and giving permission (consent) in different situations  **R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  makes them feel uncomfortable and strategies for managing this  **R29.** where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) | **L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  **L14.** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information | **H38.** how to predict, assess and manage risk in different situations  **H43.** about what is meant by first aid; basic techniques for dealing with common injuries²  **H44.** how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say  2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person. |
| **Summer Term Weeks 1-4**  **Family and Friendships** | **Summer Term Weeks 5-8**  **Money and Work** | **Summer Term Weeks 9-12**  **Growing and Changing** |
| **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  **R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends  **R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  **R26.** about seeking and giving permission (consent) in different situations | **L27.** about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  **L28.** about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  **L29.** that some jobs are paid more than others and money is one factor may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid  **L31.** to identify the kind of job that they might like to do when they are older  **L32.** to recognise a variety of routes into careers (e.g. college, apprenticeship, university) | **H26.** that for some people gender identity does not correspond with their biological sex  **H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction  **H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)  **H34.** about where to get more information, help and advice about growing and changing, especially about puberty |