

PSHE Statutory Curriculum



Year 5:

<u>AT1</u>	<u>AT2</u>	<u>Sp1</u>	<u>Sp2</u>	<u>Sum1</u>	<u>Sum2</u>
------------	------------	------------	------------	-------------	-------------

<p><u>Families and people who care for me:</u> <u>that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong– R5 that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</u></p>	<p><u>Online Relationships:</u> <u>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous– R14 - to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</u></p>	<p><u>Mental Wellbeing:</u> <u>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– H6 to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</u></p> <p><u>Mental Wellbeing:</u> <u>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– H6 to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</u></p>	<p><u>Being Safe:</u> <u>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)– H25: how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or</u></p> <p><u>Physical Health and Fitness:</u> <u>the characteristics and mental and physical benefits of an active lifestyle - H1: what positively and negatively affects their physical, mental and emotional health</u></p> <p><u>Physical Health and Fitness:</u> <u>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or</u></p>	<p><u>Online Relationships:</u> <u>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met- H13: how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</u></p> <p><u>Healthy Eating:</u> <u>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)- H17: which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are</u></p>	<p><u>Respectful Relationships:</u> <u>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 - R10: to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view</u></p> <p><u>Respectful Relationships:</u> <u>practical steps they can take in a range of different contexts to improve or support respectful relationships- R10: to listen and respond respectfully to a wide range of people, to feel confident to raise their</u></p>
--	---	--	---	---	---

Basic First Aid:

concepts of basic first-aid, for example dealing with common injuries, including head injuries – H15 -school rules about health and safety, basic emergency aid procedures, where and how to get help

Respectful

Relationships:

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– R14: strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Mental Wellbeing:

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness– L10 to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Mental Wellbeing:

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing – R14 to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)

Physical Health and

Fitness:

the risks associated with an inactive lifestyle (including obesity) H1: what positively and negatively affects their physical, mental and emotional health

Drugs, Alcohol and

Tobacco:

The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking– H17- which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

Changing Adolescent

Body:

about menstrual wellbeing including the key facts about the menstrual cycle- H18: how their body will, and their emotions may, change as they approach and move through puberty

	<p><u>Internet Safety and Harms:</u> <u>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing–</u> H24: the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)</p> <p><u>Internet Safety and Harms:</u> <u>that for most people the internet is an integral part of life and has many benefits*</u></p> <p><u>Internet Safety and Harms:</u> <u>how to consider the effect of their online</u></p>	<p><u>Mental Wellbeing:</u> <u>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing – L6</u> to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</p>			
--	--	---	--	--	--

	<p><u>actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private– L2:</u> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations</p> <p><u>Internet Safety and Harms:</u> <u>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place,</u> <u>which can have a negative impact on mental health– R18:</u> how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media</p>				
--	---	--	--	--	--