

# ABBEY HULTON PRIMARY SCHOOL

## PSHE CURRICULUM FRAMEWORK: YEAR 5

Each key theme is colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

**Health and Well Being**

**Relationships** *RSE: Red italics*

**Living in the Wider World** *Life on Line: Blue italics*

**Rights and responsibilities**

**Money**

**Health**

**Feelings and Relationships**

**RSE**

**Safety and risk**

**Life on Line**

**Identity**

<p><b>Year 5</b></p>	<p><b>What makes a community?</b>                  What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world   <i>Including online communities</i>                  -  <b>H18 &amp; H19</b>                   -Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes  <b>L7</b> To learn that they have different kinds of</p>	<p><b>What does discrimination mean?</b>                  Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities   <i>Including online bullying, how online information changes our view of the world, what is appropriate to say or not say online, illegal forms of sharing</i>  <b>*H15</b>. To understand school rules about health and safety, basic emergency aid procedures, where and how to get help.                  .  <b>H23</b>. To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>	<p><b>How can we manage our money?</b>                  About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality   <i>Including online banking, online news, adverts, images and reviews – differences between media manipulation and reality</i>  <b>L13</b>. To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.  <b>L14</b>. For pupils 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).</p>	<p><b>What choices help health?</b>                   What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe   <i>Including balancing an online and offline lifestyle, healthy habits regarding screen-time</i>  <b>H1</b>                  -That mental wellbeing is a normal part of daily life, in the same way as physical health  <b>*R2</b>. To recognise what constitutes a positive, healthy relationship and develop the skills to form</p>	<p><b>How can we be safe online and using social media?</b>                  Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images   <i>Including why and how to set privacy settings, what identity means online – public and private identity, digital</i>                   -that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing  <b>R18</b>                  -about different types of bullying (including cyberbullying), the impact</p>	<p><b>What makes us enterprising?</b>                  Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society   <i>Including online enterprise, young people who are making a difference through online enterprise projects or projects that include online</i>  <b>*H1</b>. To understand what positively and negatively affects their physical, mental and emotional health.  <b>*H2</b>. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.  <b>*H20</b>. To learn about taking care of their body, understanding</p>
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<p>responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p><b>*R4.</b> To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p><b>*L10.</b> To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p><b>L9.</b> To learn what being part of a community means, and about the varied institutions that support communities locally and national.</p> <p><b>L12.</b> To think about the lives of people living in other places, and people with different values and customs.</p> <p><b>L11.</b> To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p><b>L8.</b> To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>.</p> <p><b>R2</b></p> <p>-how important friendships are in making</p>	<p><b>*H22.</b> To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p><b>*H25.</b> 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 are concerned by such a request.</p> <p><b>R4*H18.</b> For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty. <b>(Science)</b></p> <p><b>*H19.</b> To learn about human reproduction. <b>(Science)</b></p> <p>-simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p><b>R16</b></p> <p>-what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p><b>R14</b></p> <p>-about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily</p>	<p><b>L15.</b> To understand 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.</p>	<p>and maintain positive and healthy relationship.</p> <p>.</p> <p><b>*R10.</b> 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 their points of view.</p> <p><b>*R12.</b> To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p><b>R15.</b> To recognise and manage 'dares'.</p> <p><b>L1.</b> For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p><b>H16.</b> To learn what is meant by the term 'habit' and why habits can be hard to change</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>-simple self-care techniques, including the importance of rest, time</p>	<p>of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>-that 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</p> <p><b>H22</b></p> <p>-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</p> <p>-How information and data is shared and used online</p> <p>-The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>H25</b></p> <p>-What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p><b>R7</b></p> <p>How to consider the effect of their online actions on others and know how to</p>	<p>that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p><b>L10</b></p> <p>-the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>
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<p>us feel happy and secure, and how people choose and make friends</p> <p>-the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>-that families are important for children growing up because they can give love, security and stability</p> <p>-the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>-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</p> <p>-that each person's body belongs to them, and the differences between appropriate and</p>	<p>reporting bullying to an adult) and how to get help</p> <p>-How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>-that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p>		<p>spent with friends and family and the benefits of hobbies and interests</p> <p>-the risks associated with an inactive lifestyle (including obesity)</p> <p>-about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>-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</p> <p><b>H15</b></p> <p>-concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p><b>H20</b></p> <p>-how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>-that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe</p>	<p>recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>-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</p> <p>-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</p> <p><b>H2</b></p> <p>-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</p>	
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	<p>inappropriate or unsafe physical, and other, contact</p> <p>-how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p><b>R21</b></p> <p>-the importance of permission-seeking and giving in relationships with friends, peers and adults</p>			<p>physical, and other, contact</p> <p><b>H21</b>. To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). -about menstrual wellbeing including the key facts about the menstrual cycle</p>		
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