



**PSHE & RSHE: Year 5**

*What are the aims and intentions of this curriculum?*

That children will:

- Develop an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.
- Learn to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation
- Explore the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.
- Be introduced to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community
- Develop understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace
- Be prepared for the transition to Year 6 and the opportunities and responsibilities this brings.

Term	Topic	Knowledge	Skills	Vocabulary
Autumn	<b>Families and relationships</b>	<ul style="list-style-type: none"> <li>• To understand how to form and maintain positive relationships</li> <li>• To explore the ups and downs of friendships.</li> <li>• Explore issues which might be encountered in friendships and how these might impact the friendship.</li> <li>• To understand the concept of marriage</li> <li>• To begin to understand self-respect</li> <li>• To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.</li> <li>• To understand more about bullying and how to get help</li> <li>• Explore the impact that bullying might have.</li> <li>• To recognise how attitudes to gender have changed over time.</li> <li>• To explore the impact of stereotypes and how they can lead to discrimination</li> <li>• Explore and questioning the assumptions we make about people based on how they look.</li> <li>• Explore our positive attributes and being proud of these (self-respect)</li> </ul>		Friend, friendship, skills, good friend, problem, solution, strengthened, ups and downs, Wedding, Marriage, Choice, Religion, Legal, Lifelong, Attributes, Proud, Skill, Self-respect, Family, Positive, Problem, Help, Support, Bullying, Bystander, Cyberbullying, Victim, Unkind, Gender, Stereotype, Equality, Change, Race, Religion, Stereotype, Discrimination, Racism,



MFL Curriculum: Year 5

Autumn/ Spring	<b>Health and well-being</b>	<ul style="list-style-type: none"> <li>• To use yoga poses and breathing to relax</li> <li>• Understand the relationship between stress and relaxation.</li> <li>• To understand the benefits of sleep</li> <li>• Develop strategies to take a greater responsibility for ensuring good quality sleep.</li> <li>• To understand the purpose of failure</li> <li>• Learn how to set short-term, medium-term and long-term goals</li> <li>• To take responsibility for their own feelings and actions and to use vocabulary to describe these</li> <li>• To understand and be able to plan healthy meals</li> <li>• Consider calories and food groups to plan healthy meals.</li> <li>• To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection</li> <li>• Develop independence for protecting myself in the sun.</li> </ul>	Yoga, Relaxation, Meditation, Thoughts, Quantity, Sleep, Rest, Relax, Quality, Fail, Failure, Succeed, Try, Overcome, Experience, goal, achieve, plan, steps, Destiny, Choice, Feeling, Emotion, Calories, Healthy diet, Food groups, Recommended daily intake (RDI), Serving, Portion, Obesity, Responsibility, Risk, Weather, UV rays, Sunburn, Skin cancer, Slip, Slop, Slap,
Spring	<b>Safety and the Changing Body</b>	<ul style="list-style-type: none"> <li>• To know the steps to take before sending a message online (using the THINK mnemonic).</li> <li>• To know some of the possible risks online.</li> <li>• Develop an understanding of how to ensure relationships online are safe.</li> <li>• To know some strategies I can use to overcome pressure from others and make my own decisions.</li> <li>• Learn to make 'for' and 'against' arguments to help with decision making.</li> <li>• To understand the process of the menstrual cycle.</li> <li>• To know the names of the external sexual parts of the body and the internal reproductive organs.</li> <li>• To know that puberty happens at different ages for different people.</li> <li>• Learn about the emotional changes during puberty.</li> <li>• Identify reliable sources of help with puberty.</li> <li>• To know how to assess a casualty's condition.</li> <li>• Learn about how to help someone who is bleeding.</li> </ul>	Attraction, Bladder, Breasts, Cervix, Decision, Egg or ova, Fallopian tube, Friend, Influence , Menstruation/period, Nipples, Ovary/ovaries, Private, Puberty, Pubic hair, Scrotum, penis Testicles/testes, Vagina,
Spring/ Summer	<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• To know what happens when someone breaks the law.</li> <li>• To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</li> <li>• To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</li> <li>• To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</li> <li>• Identify ways people can bring about change in society.</li> </ul>	Defendant, Environment, Freedom of expression, Government, House of Commons, Human rights, Judge, Jury, Member of Parliament (MP), Parliament, Pressure group, Prime Minister, Trial



MFL Curriculum: Year 5

		<ul style="list-style-type: none"> <li>• Discuss how rights and responsibilities link.</li> <li>• Explore the right to a freedom of expression.</li> <li>• Identify the contribution people make to the community and how this is recognised.</li> <li>• To understand the waste hierarchy.</li> <li>• Explain why reducing the use of materials is positive for the environment.</li> </ul>	
Summer	<b>Economic Well-being</b>	<ul style="list-style-type: none"> <li>• To know that when money is borrowed it needs to be paid back, usually with interest.</li> <li>• To know that it is important to prioritise spending.</li> <li>• Make a budget based on priorities.</li> <li>• To know that income is the amount of money received and expenditure is the amount of money spent.</li> <li>• To know some ways that people lose money.</li> <li>• Discuss the role of money in selecting a job.</li> <li>• Discuss how income can change and the feelings associated with this.</li> <li>• Discuss risks associated with money.</li> <li>•</li> </ul>	Discrimination, Expenditure, Giving back, Income, Interest, Repayment
	<b>Transition</b>	<ul style="list-style-type: none"> <li>• To understand the skills needed to take on responsibilities in school</li> <li>• Recognise own skills and how these can be developed.</li> </ul>	Skill, responsibility, role, achievement