

Year 5 PSHCE curriculum

TERM	TOPIC	OBJECTIVES
Autumn 1		<p><b>Health and well-being</b>            H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle            H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>Relationships</b>            R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty            R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>Communities</b>            L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes            mindmate: stigma</p>
Autumn 2		<p><b>Shared responsibilities</b>            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</p> <p><b>Media literacy and digital resilience</b>            L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>
Spring 1		<p><b>Mental Health</b>            H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others            H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult            mindmate: self-belief            mindmate: strong emotions and mental health</p>
Spring 2		<p><b>Economic wellbeing: Aspirations, work and career</b>            L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid            L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>Economic well-being – money</b>            L20. to recognise that people make spending decisions based on priorities, needs and wants            L21. different ways to keep track of money</p>
Summer 1		<p><b>Respecting self and others</b>            R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own            R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>

<p>Summer 2</p>	<p><b>Friendships</b>  R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face  R13. the importance of seeking support if feeling lonely or excluded  R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  mindmate: <a href="#">Unhealthy friendships and relationships</a>  mindmate: <a href="#">Talking it through - restorative justice</a></p> <p><b>Ourselves, growing and changing – within RSE curriculum</b>  <b>RSE resources: <i>Living and Growing, Operation Ouch</i></b>  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)  H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup>  H34. about where to get more information, help and advice about growing and changing, especially about puberty  mindmate: <a href="#">aspiration to manage change positively</a></p>
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**Ongoing targets across school:**

H29. to recognise risk in simple everyday situations and what action to take to minimise harm.

On trips: H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.

On trips: H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H38. how to predict, assess and manage risk in different situations.

H36. strategies to manage transitions between classes and key stages