



PSHE/Relationships and Health Education: Year 5

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
Collaboration challenge!	• Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively.
Give and take	• Recognise the qualities of a healthy friendship; • Describe how disagreements and conflicts can affect friendships; • Identify ways to negotiate and compromise to solve problems with others; • Recognise personal boundaries and identify when and how to seek help if a friendship makes someone feel unsafe, unhappy, or uncomfortable.
How good a friend are you?	• Demonstrate how to respond to a wide range of feelings in others; • Give examples of healthy friendship qualities and respectful behaviour; • Recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; • Identify when, why, and how to seek help from a safe adult.
Relationship cake recipe	• List the qualities of a healthy relationship; • Identify unhealthy or unsafe behaviours in a relationship; • Explore assertive skills; • Identify who they could talk to if they needed help for themselves or others.
Our emotional needs	• Recognise basic emotional needs, and recognise that they change according to circumstance; • Recognise that emotions and responses can be different for different people; • Identify risk factors in a given situation (involving smoking or other scenarios);

	Consider physical and emotional outcomes of risk taking in different situations
Being assertive	- Identify characteristics of passive, aggressive and assertive behaviours; - Demonstrate assertiveness skills; - Recognise if a friendship is making them feel uncomfortable and explain how to manage this safely; - Recognise the importance of respecting the different needs and wishes of others.
Communication (optional)	- Recognise that online communication can be misinterpreted; - Demonstrate responsible and respectful behaviour when interacting with others online and face-to-face; - Identify information that is safe and unsafe to share online and offline; - Identify sources of advice and support when they feel worried or concerned about something they have experienced online.
VALUING DIFFERENCES	LEARNING OUTCOMES
Qualities of friendship	- Explain why friendship is important; - Define some key qualities of friendship and describe ways of making a friendship last; - Explain why friendships sometimes end; - Identify how to seek help if a friendship is making them feel unhappy or unsafe.
Kind conversations	- Rehearse active listening skills; - Demonstrate respectfulness in responding to others; - Respond appropriately to others.
Happy being me	- Develop an understanding of discrimination and its injustice, and describe this using examples; - Empathise with people who have been, and currently are, subjected to injustice, including through racism; - Recognise that everyone has a right to be treated with respect; - Consider how discriminatory behaviour can be challenged.
The land of the Red People	- Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Is it true?	• Understand that the information we see online, either text or images, is not always true or accurate, safe or appropriate; • Explain how social media and online content can influence thoughts, feelings and self-esteem; • Identify ways to think critically about online information and distinguish between facts, opinions and stereotypes; • Demonstrate how to challenge stereotypes, misleading information and disrespectful behaviour assertively.
Stop, start stereotypes	• Recognise that some people can get bullied because of the way they express their gender; • Recognise that everyone has the right to be treated with respect; • Give examples of how bullying behaviours can be stopped; • Describe what online bullying is, recognise the different forms it can take, and know how to respond safely and responsibly if it happens.
It could happen to anyone (optional)	• Identify the consequences of kind or unkind behaviour to themselves and others; • Give examples of how individual/group actions can impact on others; • Suggest ways to respond to different situations appropriately.
KEEPING SAFE	LEARNING OUTCOMES
Spot bullying	• Recognise the signs of bullying and online bullying; • Identify the roles people can play in bullying situations, including bystanders and upstanders; • Describe positive actions they can take to support someone who is being bullied.
Play, like, share 1	• Recognise the benefits and risks of using the internet; • Identify safe and unsafe online behaviours using the SMART rules; • Explain how to protect personal information and stay safe online; • Evaluate whether online information, messages and contacts are trustworthy and reliable.
Play, like, share 2	• Explain how the SMART rules help keep people safe online; • Recognise the signs of online bullying and know how to respond appropriately; • Understand that online actions leave a digital footprint and can affect others; • Identify safe adults and reporting tools that can help them stay safe online.

Decision dilemmas	- Assess risks and make informed decisions in different situations; - Explain how choices can lead to different consequences; - Recognise peer pressure and identify strategies for making safe and responsible choices.
Ella's diary dilemma (optional)	- Recognise when a dare involves pressure, control or unsafe behaviour; - Assess the risks and consequences of accepting or refusing a dare; - Use assertive strategies to manage pressure and make safe choices; - Recognise that actions online create a digital footprint and can have lasting consequences.
Vaping: Healthy or unhealthy	- Explain what a drug is and recognise that nicotine is an addictive drug found in cigarettes, vapes and nicotine pouches; - Describe some of the health effects of smoking and vaping; - Recognise how advertising, media and social influences can affect people's choices about vaping and smoking - Evaluate the risks and benefits of vaping and make informed decisions based on evidence.
Would you risk it?	- Assess risks and consider the possible consequences of different choices; - Recognise how peer pressure can influence decision-making; - Use assertiveness skills to make safe and responsible choices when feeling pressured.
Thinking about habits (optional)	- Explain the difference between a habit and an addiction; - Recognise that habits can have positive or negative effects on wellbeing; - Identify factors that help people develop, change or break habits; - Understand that some substances, including nicotine, can be addictive and affect people's choices and behaviour.
RIGHTS AND RESPECT	LEARNING OUTCOMES
What's the story?	- Distinguish between facts and opinions in different sources; - Identify whether information is reliable, misleading or false using simple checking strategies; - Explain how information and different viewpoints can influence people's opinions; - Present informed advice about a health and wellbeing issue respectfully and clearly.
Fact or opinion?	- Identify and explain the difference between facts and opinions in news reports; - Recognise that news and information can be presented with bias and different viewpoints;

	• Understand how language is used to influence people's opinions in media texts; • Explain simple strategies for questioning and checking the reliability of information, especially online.
Mo makes a difference	• Understand the role of voluntary, community and action groups and how they work to support the wider community; • Explain how individuals and groups can make a positive difference to people, places and the environment; • Describe ways they can contribute to their own community, and support causes they care about.
Rights, respect and duties	• Understand the meaning of rights, respect and duties, and how they relate to caring for the environment; • Identify examples of rights, respect and duties in different environments (home, school and the local community); • Explain why it is important to show respect and take responsibility for the environment, and the impact if this does not happen.
Spending wisely	• Understand how products are made and how companies make a profit by balancing costs and price; • Identify and explain the different factors that influence people's spending choices, including advertising, trends and ethical considerations; • Develop skills in making informed and responsible spending decisions, including saving, budgeting and considering value for money.
Lend us a fiver!	• Understand the concepts of borrowing and lending, including the risks and benefits involved; • Explore how financial decisions about borrowing and lending can affect people and relationships; • Develop skills in making responsible financial choices, including asking important questions before borrowing money.
Local councils (optional)	• Explain why rules are important and how they help to keep people safe, happy and able to learn; • Understand the role of local councils and the public services they provide to support the community; • Describe how decisions about public services are made and how people can influence these decisions.

BEING MY BEST	LEARNING OUTCOMES
It all adds up!	• Identify what our bodies need to grow, stay healthy and work properly; • Recognise the importance of making positive food choices and listening to their body's needs; • Investigate and present facts about the human body.
Different skills	• Recognise that people have different strengths, skills and talents; • Explore how practice, perseverance and resilience help people develop skills; • Identify how different skills and personal qualities can link to jobs and careers.
My school community	• State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community.
Independence and responsibility	• Explore how independence and responsibility change as they grow up; • Identify responsibilities for keeping themselves and others safe; • Recognise that responsibility for safety can be shared between children and adults.
Star qualities	• Recognise how the media and social media can influence people's thoughts, feelings and self-esteem; • Explore how images of celebrities and influencers may not always reflect real life; • Value personal qualities over appearance; • Appreciate that everyone has unique strengths and qualities.
Basic first aid (including sepsis awareness)	• Identify when first aid may be needed and explain how to get help in an emergency; • Describe basic first aid actions for a range of common emergencies; • Demonstrate confidence in helping safely and responsibly when someone is injured or unwell.
GROWING AND CHANGING	LEARNING OUTCOMES
How are they feeling?	• Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and uncomfortable feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.

Taking notice of our feelings	• Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
Dear Ash	• Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.
Growing up and changing bodies	• Identify some products that they may need during puberty and why; • Understand changes to the body during puberty, including those linked to oral health; • Know what menstruation is and why it happens.
Changing bodies and feelings	• Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
Help, I'm a teenager...get me out of here!	• Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Dear Hetty (optional)	• Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like