

Year 5 Curriculum subject plan
PSHE

YEAR 5	AUTUMN		SPRING		SUMMER	
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	<p>Relationships <i>Children will be taught:</i></p> <ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • To work collaboratively towards shared goals. • To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, how to respond and ask for help). • To recognise and manage 'dares'. • That their actions affect themselves and others. • To recognise and respond appropriately to a wider range of feelings in others. <p>Health and Wellbeing <i>Children will be taught:</i></p> <ul style="list-style-type: none"> • 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'. • About human reproduction. • 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. • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions to overcome them. • That bacteria and viruses can affect health and that following simple routines can reduce their spread. • Strategies for keeping physically and emotionally safe including road safety, safety in the environment, and safety online. <p>Living in the Wider World <i>Child will be taught:</i></p> <ul style="list-style-type: none"> • To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. • That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. • What being part of a community means, and about the varied institutions that support communities locally and nationally. 					

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| | <ul style="list-style-type: none">• To recognise the role of a voluntary, community and pressure groups, especially in relation to health and wellbeing.• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.• About enterprise and the skills that make someone 'enterprising'. |
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