

**Welbeck Primary School**  
**PSHE & RSHE Curriculum – September 2021**



**Year 5**

Year 5 – Pupils are given the opportunity to learn:	Year 5 – ‘I can’ statements
<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>Recognising behaviours that are not healthy or safe in family relationships (RE2, RE6)</li> <li>Identifying people who can help if family relationships are making them feel unhappy (RE6)</li> </ul>	<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>I can identify behaviours that are not healthy or safe in family relationships (RE2, RE6)</li> <li>I can name people who can help if I am unhappy in my family (RE6)</li> </ul>
<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>identify the qualities they have that make them a good friend (RE8)</li> <li>identify the qualities that they value in a friend (RE8)</li> <li>how to resolve differences, looking at alternatives, making decisions and explaining choices (RE10)</li> </ul>	<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>I can say what makes me a good friend (RE8)</li> <li>I can describe the qualities that I value in a friend (RE8)</li> <li>I can resolve differences effectively (RE10)</li> </ul>
<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>what makes a healthy, respectful relationship (RE16)</li> <li>about the different ways that people bully others and how bullying impacts on mental health and wellbeing (RE17)</li> <li>the importance of not being a bystander to bullying and how to seek help (RE17)</li> <li>recognise the difference between aggressive, assertive and passive behaviour (RE13)</li> <li>explore the ways that one person may abuse another in a relationship (RE16, RE17)</li> <li>identify where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32)</li> <li>to value themselves and show self-respect (RE15)</li> </ul>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>I can say what makes a healthy, respectful relationship (RE16)</li> <li>I understand the impact of bullying and what I can do to stop it (RE17)</li> <li>I know that being a bystander to bullying is unacceptable and where people can go for help (RE17)</li> <li>I understand the difference between aggressive, assertive and passive behaviour (RE13)</li> <li>I can identify when a relationship has become abusive and know who to talk to (RE16, RE17, RE6, RE29, RE30, RE31, RE32)</li> </ul>
<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>the importance of showing people the same respect online as we show in face to face relationships (RE21)</li> <li>how to recognise risks online (RE22, RE23, RE20)</li> <li>how to report a concern online (RE22)</li> </ul>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>I understand that I need to show the same respect to people online as in face to face relationships (RE21)</li> <li>I understand and can recognise risks online (RE22, RE23, RE20)</li> <li>I can demonstrate how to report a concern online (RE22)</li> </ul>
<p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and the media (RE23, RE25, HE16)</li> <li>understand the difference between appropriate and inappropriate physical contact and know when, where and how to seek help if they experience inappropriate touching (RE27)</li> </ul>	<p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>I understand that I may encounter pressure from various sources to behave in an unacceptable, unhealthy or risky way (RE23, RE25, HE16)</li> <li>I have some strategies to assess, manage and resist such pressure and make positive healthy choices for myself (RE25)</li> <li>I can explain the difference between appropriate and inappropriate touch and know who, and how, to seek help if I experience inappropriate touching (RE27)</li> </ul>

<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to deal positively with their feelings and recognise a range of emotions in others and can explain the intensity of their feelings to others (HE3)</li> <li>• what resilience is and have strategies they can use to build their own resilience (HE6)</li> <li>• be able to recognise when to seek support for their own or someone else's mental wellbeing (HE9)</li> </ul>	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• I can explain strategies for managing my feelings appropriately (HE3)</li> <li>• I am able to recognise a range of emotions in others (HE3)</li> <li>• I have vocabulary to explain the intensity of my feelings to others (HE3)</li> <li>• I know what resilience is and have strategies to build my own resilience (HE6)</li> <li>• I can recognise when to seek support for my own or someone else's mental wellbeing (HE9)</li> </ul>
<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• how to recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website (HE16)</li> <li>• how to use online tools safely to exchange information and collaborate with others within and beyond school e.g. sharing a picture or video online e.g. social media, YouTube. (HE11)</li> <li>• how some people use online technology to bully other people and they know how to seek help if this happens to them or a friend (HE15)</li> <li>• the potential risks of providing personal information online both within and outside school (HE13)</li> <li>• how to use a range of strategies to protect their personal information, including passwords, addresses and images of themselves and others (HE13)</li> <li>• how to present themselves safely online erg social media sites, online gaming (HE13)</li> <li>• the risks of online streaming and sending images of themselves online and how to respond if someone asks them to send an image of their naked body (RE22, HE15)</li> <li>• how computer games are classified and why (HE14)</li> </ul>	<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• I recognise that not all information on the internet is accurate or unbiased (advertising) and have strategies for identifying the origin of a website (HE16)</li> <li>• I can use online tools safely to exchange information and collaborate with others within and beyond school e.g. sharing a picture or video online e.g. social media, YouTube. (HE11)</li> <li>• I understand that some people use online technology to bully other people and I know how to seek help if this happens to me or a friend (HE15)</li> <li>• I understand the potential risks of providing personal information online both within and outside school (HE13)</li> <li>• I know a range of strategies for protecting my personal information, including passwords, addresses and images of myself and others (HE13)</li> <li>• I know how to present myself safely online erg social media sites, online gaming (HE13)</li> <li>• I understand the risks of online streaming and sending images of myself online (HE13, HE22)</li> <li>• I can explain how to respond if someone asks me to send an image of my naked body (RE22, HE15)</li> <li>• I know how computer games are classified and understand why (HE14)</li> </ul>
<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• understand the risks of an inactive lifestyle (illness, obesity) (HE20)</li> <li>• be able to make small changes to increase the amount of activity in their daily routine (HE19)</li> </ul>	<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• I understand the risks of an inactive lifestyle (illness, obesity) (HE20)</li> <li>• I can make small changes to increase the amount of activity in my daily routine (HE19)</li> </ul>
<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• know about the main components of a healthy diet (HE22)</li> <li>• understand possible consequences of poor diet (HE24)</li> </ul>	<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• I can explain the main components of a healthy diet (HE22)</li> <li>• I understand the possible consequences of a poor diet (HE24)</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks (HE25)</li> </ul>	<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks (HE25)</li> </ul>

<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• understand the importance of good quality sleep and how this contributes to good physical and emotional health (HE28)</li> <li>• the increasing importance of good hygiene and regular washing during puberty and beyond (RE30)</li> </ul>	<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• I understand the importance of good quality sleep and how this contributes to my physical and emotional health (HE28)</li> <li>• I know that good hygiene and regular washing is important during puberty and beyond (RE30)</li> </ul>
<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• How make a call to emergency services (HE32)</li> </ul>	<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate how to make a call to emergency services (HE32)</li> </ul>
<p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• awareness of the parts of the reproductive system in male and female bodies, (HE34)</li> <li>• the ways in which people grow and develop during puberty both physically and emotionally (HE34)</li> <li>• the stages of the menstrual cycle (HE35)</li> <li>• how to manage menstruation (HE30, HE35)</li> <li>• how to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (HE2, HE4, HE34)</li> <li>• information on what to do if they begin periods in school (HE35)</li> <li>• understand terms relating to gender and gender identity, including transgender and non-binary.</li> </ul>	<p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• I can name the parts of the reproductive system in male and female bodies, (HE34)</li> <li>• I can explain the ways in which people grow and develop during puberty both physically and emotionally (HE34)</li> <li>• I understand the stages of the menstrual cycle (HE35)</li> <li>• I know how menstruation can be managed (HE30, HE35)</li> <li>• I understand that people's emotions may change during puberty and have a range of strategies for managing my feelings towards myself, my family and others in a positive way (HE2, HE4, HE34)</li> <li>• I know what someone would do if they begin their periods in school (HE35)</li> <li>• I can explain terms relating to gender and gender identity, including transgender and non-binary.</li> </ul>
<p><b>Sex education</b></p> <p>N/A</p>	<p><b>Sex education</b></p> <p>N/A</p>

Year 5 – Pupils are given the opportunity to learn:	Year 5 – ‘I can’ statements
<p><b>Becoming an active citizen</b></p> <ul style="list-style-type: none"> <li>• what democracy is and how a democratic government works</li> <li>• how to take part in democratic events in school (erg: voting for school council, mock election)</li> <li>• the consequences of breaking the law and how the criminal justice system works in the UK</li> <li>• how to access local and national support groups</li> <li>• how to talk and write about their opinions</li> <li>• that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (The Equality Act 2010)</li> <li>• that circumstances in other countries and cultures may be different from our own</li> <li>• why some people have chosen to leave their country and migrate to the UK</li> <li>• the difference between economic migrant, asylum seeker and refugee</li> <li>• about Fair Trade and what it means</li> <li>• that individual and community rights and responsibilities need to be taken into account when making decisions (erg: public enquiries, planning decisions for new roads/housing, etc.)</li> <li>• that choices we make as individuals, a community and a nation impact internationally</li> <li>• to understand that ‘poverty’ might have different meanings to different people in different circumstances</li> <li>• how to recognise and challenge stereotypes</li> <li>• where to find impartial advice to inform their decision making and understand about media bias</li> <li>• how to talk and write about their opinions confidently and listen to and show respect for the opinions of others</li> <li>• how to resolve differences, looking at alternatives, making decisions and explaining choices</li> </ul>	<p><b>Becoming an active citizen</b></p> <ul style="list-style-type: none"> <li>• I can explain what democracy is and how a democratic government works</li> <li>• I know how to take part in democratic events in school (erg: voting for school council, mock election)</li> <li>• I understand the consequences of breaking the law and how the criminal justice system works in the UK</li> <li>• I know how to access local and national support groups</li> <li>• I can talk and write about my opinions</li> <li>• I understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (The Equality Act 2010)</li> <li>• I know that circumstances in other countries and cultures may be different from our own</li> <li>• I understand why some people have chosen to leave their country and migrate to the UK</li> <li>• I can explain the difference between economic migrant, asylum seeker and refugee</li> <li>• I understand about Fair Trade and what it means</li> <li>• I understand that individual and community rights and responsibilities need to be taken into account when making decisions (erg: public enquiries, planning decisions for new roads/housing, etc.)</li> <li>• I know that choices we make as individuals, a community and a nation impact internationally</li> <li>• I understand that ‘poverty’ might have different meanings to different people in different circumstances</li> <li>• I can recognise and challenge stereotypes</li> <li>• I know where to find impartial advice to inform my decision making and understand about media bias</li> <li>• I can talk and write about my opinions confidently and listen to and show respect for the opinions of others</li> <li>• I know a range of strategies for resolving differences, making decisions and explaining choices</li> </ul>
<p><b>Moving on</b></p> <ul style="list-style-type: none"> <li>• how to identify positive achievements during their time in Year 5</li> <li>• how to identify their strengths, areas for improvement and set themselves some goals for Year 6</li> <li>• how to explain what they are worried about and what they are looking forward to in Year 6</li> <li>• what to expect when they start Year 6</li> <li>• some of the ways of dealing with the feelings that sometimes arise from change</li> </ul>	<p><b>Moving on</b></p> <ul style="list-style-type: none"> <li>• I can identify my positive achievements in Year 5</li> <li>• I have identified my strengths, areas for improvement and goals for Year 6</li> <li>• I can explain my worries about year 6 and what I am looking forward to</li> <li>• I know what to expect in Year 6</li> <li>• I know some ways to deal with the feelings that sometimes arise from change</li> </ul>
<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• to make considered decisions about saving, spending and giving</li> <li>• how to differentiate between essentials and desires – needs and wants</li> <li>• what ‘value for money’ means and how to make informed choices to get ‘value for money’</li> </ul>	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• I can make considered decisions about saving, spending and giving</li> <li>• I know how to differentiate between essentials and desires – needs and wants</li> <li>• I understand what ‘value for money’ means and how to make informed choices to get ‘value for money’</li> </ul>

<ul style="list-style-type: none"> <li>• to assess 'best buys' in a range of circumstances</li> <li>• to understand and manage feelings about money, their own and others</li> <li>• about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and they are aware of some of the rights and responsibilities when it comes to treating people fairly</li>   <li>• how they can develop skills to make a contribution in the future</li> <li>• to consider what they like, what they are good at and what they enjoy doing and can talk positively about their strengths</li> <li>• the importance of making a good impression when going through a selection process and they can demonstrate some of the skills required to do this</li> <li>• that there are a range of earnings for different jobs</li> <li>• that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• I can assess 'best buys' in a range of circumstances</li> <li>• I understand and manage feelings about money, my own and others</li> <li>• I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices</li> <li>• I understand some of the rights and responsibilities when it comes to treating people fairly</li> <li>• I know the skills to develop that will make a contribution to my future life and career</li> <li>• I can explain what I like and what I am good at</li> <li>• I can talk positively about my strengths</li> <li>• I understand the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this</li> <li>• I know that there are a range of earnings for different jobs</li> <li>• I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc.)</li> </ul>
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