# PSHE Framework: Year 5

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| **Non statutory** | **Citizenship** Working Together | **Ongoing throughout whole year** <br> • What are the conventions of courtesy & manners and how do these vary? RR |
| **Non statutory** | **Myself and My Relationships** Beginning and Belonging | **Ongoing throughout whole year** <br> • |
| **Non statutory** | **Citizenship** Rights, Rules & Responsibilities | **Ongoing throughout whole year** <br> • Taught in the first 3 weeks explicitly in relation to new classes, school elections, rules and routines and through collective worship. |
| **Autumn 1** | **Health and Safer Lifestyles** Personal Safety <br><br> **Whole school safety day** | • Can I use my Early Warning Signs to judge how safe I am feeling? <br> • How can I seek help or advice from someone on my personal network and when should I review my network? <br> • How could I report concerns of abuse or neglect? <br> • Can I identify appropriate & inappropriate or unsafe physical contact? <br> • How do I judge when it is not right to keep a secret and what action could I take? <br> • How can I recognise risks online and report concerns? <br> • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? |
| **Autumn 2** | **Myself and My Relationships** Anti-Bullying <br><br> Whole School Anti-Bullying week | • Can I explain the differences between friendship difficulties and bullying? <br> • Can I define the characteristics and different forms of bullying? <br> • How do people use technology & social media to bully others and how can I help others to prevent and manage this? <br> • What do all types of bullying have in common? <br> • Might different groups experience bullying in different ways? <br> • How can people's personal circumstances affect their experiences? <br> • How does prejudice sometimes lead people to bully others? <br> • Can I respond assertively to bullying, online and offline? <br> • How might bullying affect people's mental wellbeing and behaviour? <br> • How and why might peers become colluders or supporters in bullying situations? <br> • Can I identify ways of preventing bullying in school and the wider community? |
| **Spring 1&2** | **Myself and My Relationships** My Emotions | • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? <br> • What does it mean to have a 'strong sense of identity' & 'self-respect'? <br> • What can I do to boost my self-respect? <br> • How do I manage strong emotions? <br> • How can I judge if my own feelings and behaviours are appropriate & proportionate? <br> • How do I recognise how other people feel and respond to them? <br> • What is loneliness and how can we manage feelings of isolation? <br> • How common is mental ill health and what self-care techniques can I use? <br> • How and from whom do I get support when things are difficult? |

| | **Myself and My Relationships** Family and Friends | • What are the characteristics of healthy friendships on and offline and how do they benefit me?<br>• How do trust and loyalty feature in my relationships on and offline?<br>• Can I always balance the needs of family & friends & how do I manage this?<br>• Can I communicate, empathise & compromise when resolving friendship issues?<br>• How can I check that my friends give consent on and offline?<br>• How do people in my family continue to support each other as things change? |
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| **Summer 1** | **Citizenship** Diversity and Communities | • How do other people's perceptions, views and stereotypes influence my sense of identity?<br>• How do views of gender affect my identity, friendships, behaviour and choices?<br>• What are people's different identities, locally and in the UK?<br>• How can I show respect to those with different lifestyles, beliefs and traditions?<br>• What are the negative effects of stereotyping?<br>• Which wider communities and groups am I part of and how does this benefit me?<br>• What are voluntary organisations and how do they make a difference? |
| **Summer 2** | **Healthy and Safer Lifestyles** Relationships and Sex education | • What are male and female sexual parts called and what are their functions?<br>• How can I talk about bodies confidently and appropriately?<br>• What happens to different bodies at puberty? (including how problems with periods are sometimes helped with medication.)<br>• How can I keep my growing and changing body clean?<br>• How can I reduce the spread of viruses and bacteria? HP |
| **Summer 2 Non Statutory** | **Myself and My Relationships** Managing Change | Taught during the last 2 weeks of term in preparation for new classes & transition days within school. |
| **Throughout year specialist teacher** Nicola Murphy | **Healthy and Safer Lifestyles** Digital Lifestyles | • What are some examples of how I use the internet, the services it offers, and how do I make decisions?<br>• What are the principles for my contact and conduct online, including when I am anonymous?<br>• How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?<br>• How might the media shape my ideas about various issues and how can I challenge or reject these?<br>• Can I explain some ways in which information and data is shared and used online?<br>• What happens when I share inappropriate images and what images are appropriate to share?<br>• How can online content impact on me positively or negatively?<br>• What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these?<br>• What are some ways of reporting concerns and why is it important to persist in asking?<br>• Can I identify, flag and report inappropriate content? |