

## Year 5 Year Overview PSHE/RSHE

Key dates through the year. PSHE/RSHE objectives. Possible key questions. Science. Computing. PE

Autumn - 7 sessions approx	Spring - 5 sessions approx	Summer - 6 sessions approx
<p>Mental Health - October Anti-bullying - November</p> <ol style="list-style-type: none"> <li>The Core TAB values - exploring the TAB values and setting goals. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage the situations and how to seek help or advice from others - if needed.</li> <li>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. How can I say 'no' to someone without hurting their feelings?</li> <li>How to maintain physical, mental and emotional health and wellbeing.</li> <li>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Living in the wider world - Economic wellbeing and being a responsible citizen.</li> <li>The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep</li> </ol>	<p>Internet Safety - February Fairtrade - February</p> <ol style="list-style-type: none"> <li>How to make informed choices about health and wellbeing and to recognise sources of help with this. Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys to be true?</li> <li>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Can some relationships be harmful? What should I do if my family or friends don't see things the way I do? What do families from other cultures and religions think about growing up? What are the important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean?</li> <li>To differentiate between the terms, 'risk',</li> </ol>	<p>Walk to School - May Healthy Eating - June</p> <ol style="list-style-type: none"> <li>To recognise and manage 'dares'.</li> <li>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults. Are boys and girls expected to behave differently in relationships? Why?</li> <li>What is meant by the term 'habit' and why habits can be hard to change.</li> <li>About different types of bullying</li> </ol>

<p>secrets if they relate to being safe.</p> <p>6. The importance of self-respect and how this links to their own happiness.</p> <p>7. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>'danger' and 'hazard'</p> <p>4. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use) and to use this as an opportunity to build resilience (including on trips)</p> <p>5. About managing change, such as puberty, transition and loss (SRE)</p> <p>6. How their body will change as they approach and move through puberty (SRE)  What is puberty?  Does everyone go through it?  At what age?  What body changes do boys and girls go through at puberty?  Why are some girls 'tomboys' and some boys a bit 'girly'?  Is my body normal?  What is a 'normal' body?  How will my body change as I get older?</p> <p>7. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  What kinds of feelings come with puberty?  What are sexual feelings?  What are wet dreams?  What is masturbation? Is it normal?  How can I cope with these different feelings and mood swings?  Where can I find information about</p>	<p>(including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>7. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>
--	--	---

puberty?

8. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

9. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Who can I talk to if I want help or advice?

How can I find reliable information about these things safely on the internet?

What should I do if someone is being bullied or abused?

Why does calling someone 'gay' count as bullying?