

Year 5 PSHE and RHE Curriculum Map

Autumn 1	Autumn 2
Being Me in My World • I can face new challenges positively and know how to set personal goals • I know what I value most about my school and can identify my hopes for this school year • I understand my rights and responsibilities as a citizen of my country • I can empathise with people in this country whose lives are different to my own • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can empathise with people in this country whose lives are different to my own • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand that my actions affect me and others • I understand how an individual's behaviour can impact on a group • I can contribute to the group and understand how we can function best as a whole • I understand how democracy and having a voice benefits the school community and know how to participate in this • I understand why our school community benefits from a Learning Charter and can help others to follow it	Celebrating Differences • I understand that cultural differences sometimes cause conflict • I am aware of my own culture • I understand what racism is • I am aware of my attitude towards people from different races • I understand how rumour-spreading and name-calling can be bullying behaviours • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I can explain the difference between direct and indirect types of bullying • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can compare my life with people in the developing world • I can appreciate the value of happiness regardless of material wealth • I can understand a different culture from my own • I respect my own and other people's cultures
Spring 1	Spring 2
Dreams and Goals • I understand that I will need money to help me achieve some of my dreams • I can identify what I would like my life to be like when I am grown up • I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs • I appreciate the contributions made by people in different jobs • I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values • I recognise that people have different attitudes towards saving and spending money, and towards risk. • I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it • I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future • I can describe the dreams and goals of young people in a culture different to mine	Healthy Me • I know the health risks of smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body • I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure • I know that smoking can damage my health. • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know that drinking alcohol can damage my health • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I know how to keep myself calm in emergencies • I understand how the media, social media and celebrity culture promotes certain body types • I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am

• I can reflect on how these relate to my own • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other • I appreciate the similarities and differences in aspirations between myself and young people in a different culture • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g., through sponsorship • I understand why I am motivated to make a positive contribution to supporting others • I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow.	• I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy • I am motivated to keep myself healthy and happy
Summer 1	Summer 2
Relationships • I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I know how to keep building my own self-esteem • I understand that belonging to an online community can have positive and negative consequences • I can recognise when an online community feels unsafe or uncomfortable • I understand there are rights and responsibilities in an online community or social network • I can recognise when an online community is helpful or unhelpful to me • I know there are rights and responsibilities when playing a game online • I can recognise when an online game is becoming unhelpful or unsafe • I can recognise when I am spending too much time using devices (screen time) • I can identify things I can do to reduce screen time, so my health isn't affected • I can explain how to stay safe when using technology to communicate with my friends • I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others • I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable	Changing Me • I know how the circle of change works and can apply it to changes I want to make in my life • I am confident enough to try to make changes when I think they will benefit me • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I am aware of my own self-image and how my body image fits into that • I know how to develop my own self-esteem • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, scrotum, nipples)) and appreciate that some parts of my body are private • I can tell you what I like about being me • I can explain how my body changes during puberty and understand the importance of looking after yourself physically and emotionally • I understand that puberty is a natural process that happens to everybody and that it will be ok for me • I can describe how boys' and girls' bodies change during puberty • I can practise ways to say no and tell a trusted adult if someone ignores their boundaries. • I know the key facts about the menstrual cycle • I can express how I feel about the changes that will happen to me during puberty • I can identify what I am looking forward to when I move to my next class • I can start to think about changes I will make next year and know how to go about this