







## Individually Strong, Collectively Stronger!

| PSHE and RSHE   |   |  | Year 5   |  |   |
|---|---|--|--|--|---|
| Term 1  | Term 2  | Term 3   | Term 4   | Term 5   | Term 6  |
|  <p><b>Being Me in My World:</b></p>   |  <p><b>Celebrating Differences:</b></p>  |  <p><b>Dreams and Goals:</b></p>   |  <p><b>Healthy Me:</b></p>  |  <p><b>Relationships:</b></p>   |  <p><b>Changing Me:</b></p>  |
| <p>LI: To face new challenges positively and set personal goals.</p> <p>LI: To understand my rights/ responsibilities as a British Citizen.</p> <p>LI: To understand my rights/ responsibilities as a member of my school.</p> <p>LI: To investigate consequences/ causes of my behaviour.</p> <p>LI: To understand the impact of an individual's behaviour on a group.</p> <p>LI: To understand how having a voice and democracy benefits a group.</p> | <p>LI: To understand that cultural differences sometimes cause conflict.</p> <p>LI: To understand what racism is.</p> <p>LI: To understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>LI: To explain the difference between direct and indirect types of bullying.</p> <p>LI: To compare my life with people in the developing world.</p> <p>LI: To understand a different culture from my own.</p> | <p>LI: To understand that I will need money to help me achieve some of my dreams.</p> <p>LI: To know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>LI: To 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.</p> <p>LI: I can describe the dreams and goals of young people in a culture different to mine.</p> <p>LI: To 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.</p> <p>LI: To encourage my peers to support young people here and abroad</p> | <p>LI: To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>LI: To make an informed decision about whether or not to smoke and know how to resist pressure.</p> <p>LI: To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>LI: To make an informed decision about whether or not to drink alcohol and know how to resist pressure.</p> <p><b>LI: To recognise early signs of physical illness (not Jigsaw-based lesson).</b></p> <p>LI: To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> | <p>LI: To understand an accurate picture of who I am as a person (characteristics and personal qualities).</p> <p>LI: To develop strategies to continue to build self-esteem.</p> <p>LI: To understand that belonging to an online community can have positive and negative consequences.</p> <p><b>LI: To know that the internet can be a negative place and this can affect your mental health (not Jigsaw-based lesson).</b></p> <p>LI: To have strategies to recognise when a community online is unsafe or uncomfortable.</p> <p>LI: To understand there are rights and responsibilities in an online community or social network.</p> <p>LI: To know there are rights and responsibilities when playing a game online.</p> | <p>LI: To be aware of your own self-image and how my body image fits into that.</p> <p>LI: To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>LI: To understand that puberty is a natural process that happens to everyone.</p> <p>LI: To describe how boys' and girls' bodies change during puberty and express feelings about this.</p> <p>LI: To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</p> <p>LI: To identify what I am looking forward to when I am in Y6.</p> |



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|  |  | to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. | LI: To understand how the media and celebrity culture promotes certain body types.<br>LI: To describe the different roles food can play in people's lives and how people develop eating problems linked to body image pressures.<br>LI: To make happy and healthy lifestyle choices. | LI: To identify when an online game is becoming unhelpful or unsafe.<br>LI: To recognise when I am spending too much time using devices (screen time).<br>LI: To explain how to stay safe when using technology to communicate with my friends.<br>LI: To recognise and resist pressures to use technology in ways that may be risky or harmful to myself or others. |  |
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