



Kingston St Mary C of E Primary School

PSHE & SRE CURRICULUM PLANNING **YEAR 5**

AUTUMN

AUTUMN			
How can friends communicate safely?		What makes up our identity?	
SRE OBJECTIVE	LEARNING THEMES	PSHE OBJECTIVE	LEARNING THEMES
<p>Caring friendships</p> <ul style="list-style-type: none"> That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <p>Online relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online 	<ul style="list-style-type: none"> About the different types of relationships people have in their lives Revisit what good healthy friendships look like How friends and family communicate together; how the internet and social media can be used positively <li style="background-color: yellow;">How knowing someone online differs from knowing someone face-to-face How to recognise risk in relation to friendships and keeping safe <li style="background-color: yellow;">About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family How to respond if a friendship is making them feel worried, unsafe or uncomfortable How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>Health and wellbeing</p> <ul style="list-style-type: none"> Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes 	<ul style="list-style-type: none"> How to recognise and respect similarities and differences between people and what they have in common with others That there are a range of factors that contribute to a person's identity (e.g. Ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others



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SPRING

How can we help in an accident or emergency?

SRE OBJECTIVE	LEARNING THEMES
<p>Basic first aid</p> <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary Concepts of basic first aid, for example dealing with common injuries, including head injuries 	<ul style="list-style-type: none"> How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions That if someone has experienced a head injury, they should not Be moved When it is appropriate to use first aid and the importance of seeking adult help The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

SUMMER

How can drugs common to everyday life affect health?

What jobs would we like?

SRE OBJECTIVE	LEARNING THEMES	PSHE OBJECTIVE	LEARNING THEMES
<p>DRUGS, ALCOHOL AND TOBACCO</p> <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<ul style="list-style-type: none"> How drugs common to everyday life (including smoking/vaping <ul style="list-style-type: none"> - Nicotine, alcohol, caffeine and medicines) can affect health and wellbeing That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal How laws surrounding the use of drugs exist to protect them and others Why people choose to use or not use different drugs How people can prevent or reduce the risks associated with them That for some people, drug use can become a habit which is difficult to break 	<ul style="list-style-type: none"> Living in the wider world Careers; aspirations; role models; the future 	<ul style="list-style-type: none"> That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime That some jobs are paid more than others and some may be Voluntary (unpaid) About the skills, attributes, qualifications and training needed for different jobs That there are different ways into jobs and careers, including college, apprenticeships and university How to question and challenge stereotypes about the types of Jobs people can do How they might choose a career/job for themselves when they are older, why they would choose it and what might

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	<ul style="list-style-type: none">• How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use• How to ask for help from a trusted adult if they have any worries or concerns about drugs		influence their decisions, including skills, interests and pay
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