



PSHE Framework: Year 5

Autumn 1	Healthy and Safer Lifestyles Relationships and Sex education	<ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? • How can I talk about bodies confidently and appropriately? • What happens to different bodies at puberty? (Emotional changes do be done in Y4 Summer 2) (include how problems with periods are sometimes helped with medication ie the pill) • How can I keep my growing and changing body clean? • How can I reduce the spread of viruses and bacteria? HP
Autumn 2	Myself and My Relationships Family and Friends Anti-Bullying	<ul style="list-style-type: none"> • What are the characteristics of healthy friendships on and offline and how do they benefit me? • How do trust and loyalty feature in my relationships on and offline? • Can I always balance the needs of family & friends & how do I manage this? • Can I communicate, empathise & compromise when resolving friendship issues? • How can I check that my friends give consent on and offline? • How do people in my family continue to support each other as things change? • Can I explain the differences between friendship difficulties and bullying? • Can I define the characteristics and different forms of bullying? • How do people use technology & social media to bully others and how can I help others to prevent and manage this? • What do all types of bullying have in common? • Might different groups experience bullying in different ways? • How can people's personal circumstances affect their experiences? • How does prejudice sometimes lead people to bully others? • Can I respond assertively to bullying, online and offline? • How might bullying affect people's mental wellbeing and behaviour? • How and why might peers become colluders or supporters in bullying situations? • Can I identify ways of preventing bullying in school and the wider community?
Spring 1	Healthy and Safer Lifestyles Managing safety and risk	<ul style="list-style-type: none"> • When am I responsible for my own safety as I get older and how can I keep others safer? • How can I safely get the attention of a known or unknown adult in an emergency? • Can I carry out basic first aid in common situations, including head injuries? • How can being outside support my wellbeing & how do I keep myself safe in the sun?
Spring 2	Healthy and Safer Lifestyles	<ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?

	Drug education	<ul style="list-style-type: none"> • How does drug use affect the way a body or brain works? • How do medicines help people with different illnesses? • What immunisations have I had, or may I have in future and how do they keep me healthy? • What is drug misuse? • What are some of the laws about drugs? • When and how should I check information about drugs?
Summer 1	Healthy and Safer Lifestyle Healthy lifestyles	<ul style="list-style-type: none"> • How does physical activity help me & what might be the risks of not engaging in it? • What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? • What are the different aspects of a healthy lifestyle and how could I become healthier? • What might be the signs of physical illness and how might I respond? • What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? • Why are online apps and games age restricted?
Summer 2	Citizenship Diversity and Communities	<ul style="list-style-type: none"> • How do other people's perceptions, views and stereotypes influence my sense of identity? • How do views of gender affect my identity, friendships, behaviour and choices? • What are people's different identities, locally and in the UK? • How can I show respect to those with different lifestyles, beliefs and traditions? • What are the negative effects of stereotyping? • Which wider communities and groups am I part of and how does this benefit me? • What are voluntary organisations and how do they make a difference?