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|  | **Year 5** | | | |
|  | **Autumn** | | **Spring** | **Summer** |
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| **Relationships and Health Education (RHE)** | | **Autumn 1- HEALTH AND WELLBEING**  **Identity; personal attributes and qualities similarities and differences; individuality; stereotypes**  **What makes up our identity?**  **Pupils learn**   * 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 (eg ethnicity, faith, family, culture, gender, hobbies, likes/dislikes) * How individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex * About stereotypes and how they are not always accurate, and can negatively influence behaviour and attitudes towards others * How to challenge stereotypes and assumptions about others   **Autumn 2- LIVING IN THE WIDER WORLD**  **Money; making decisions; spending and saving**  **What decisions can people make with money?**   * How people make decisions about spending and saving money and what influences them * how to keep track of money so people know how much they have to spend or save * How people make choices about ways of paying for things they want and need (eg from current accounts/saving; store card/credit cards; loans) * How to recognise what makes something ‘value for money’ and what this means to them * That there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions | **Spring 1- HEALTH AND WELLBEING**  **Basic first aid; accidents, dealing with emergencies**  **How can we help in an accident or emergency?**  **Pupils learn**   * 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   **Spring 2- RELATIONSHIPS**   * About the different types of relationships people have in their lives * How friends and family communicate together; how the internet and social media can be used positively * How knowing someone online differs from knowing someone face-to face * How to recognise risk in relation to friendships and keeping safe * 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 of uncomfortable * How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety. | **Summer 1- HEALTH AND WELL BEING**  **Drugs, alcohol and tobacco; healthy habits**  **How can drugs common to everyday life affect health?**  **Pupils learn**   * How drugs common to everyday life (including smoking, alcohol, caffeine and medicines can affect health and wellbeing * Some drugs are legal may have laws or restrictions related to them). Other drugs are illegal * How laws surrounding the use of drugs exist to protect them and others * Why people choose to use/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 * 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   **Summer 2- LIVING IN THE WIDER WORLD**  **Careers, aspirations; role models; the future**  **What jobs would we like?**  **Pupils learn**   * 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 people choose a career/job and what influences their decision, including skills, interests and pay * how to question and challenge stereotypes about the types of jobs people can do * how they might choose a career/job when older, why they would choose it and what influences their decision |