

Keeping safe and looking after myself

Pupils in Year 5 will learn how to take care of themselves and understand what to do if they feel pressured by friends or peers to take risks or behave in ways that may cause harm to themselves or others. Through resources such as Yasmin and Tom, they will learn how to identify peer pressure and develop confidence in doing what feels right for them. Understanding how to report concerns and abuse to trusted adults will continue to be taught in Year 5. Pupils will also learn how to look after their bodies during puberty, including how to manage personal hygiene and periods.



People who help me

It is important that children are able to identify people they trust within their families, friendships at school, online and in the wider community. Knowing who they can approach for help, advice and extra information supports children in making positive choices. Children will be taught that there is no problem too small to be talked about and how to access help via Childline. In Year 5 pupils will build on what they have learned about mental well-being by exploring who they can talk to if they are worried about someone's mental health.

Living in our World

This unit helps to start to prepare children for life in society and for living successfully in their community. We will be learning about our Government and what they have to spend our money on. We will also be thinking about why not all countries are a democracy. We will link this to our work on the Ancient Greeks and democracy. Finally, we will be starting to understand the words interest, loan, debt and tax. An example of this is thinking about their contribution to society through the payment of VAT. We also look at ways to manage money using resources provided by NatWest.

Further information for parents and carers

We aim to work in partnership with parents and carers by ensuring you are well informed about curriculum content. We welcome your questions and are happy to share resources and teaching materials. Please contact your child's class teacher if you would like more information.

DFE information for parents:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Useful website links

<https://overfields.ironstoneacademy.org.uk/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents>

Overfields Primary School



What is PSHE including RSE?

Year 5

My body and my health

Relationships

Life Cycles

Keeping safe and looking after myself

People who help me

Feelings and attitudes

Mental wellbeing

Living in our world



Why do we teach PSHE including RSE?

Relationships, Sex and Health Education (RSE) is a statutory part of the National Curriculum and it forms part of the wider PSHE curriculum.

It helps children to make informed decisions about relationships and friendships, emotional well-being, staying safe both online and offline and changes in their life and to their bodies. It supports our children in preparing for all the opportunities, challenges, life decisions and responsibilities they'll face.

This leaflet gives information on the RSHE curriculum we deliver and the use of themes, resources and progressive vocabulary to talk about well-being, health and relationships at an age appropriate level.

Relationships

This unit builds on the friendship and family work from Y4 to enable children to examine the important relationships in their life right now. There will be opportunities to think about the characteristics of healthy, committed relationships, what love is and how we show love to one another. Respecting diversity in partnerships and family units within our community will be explored, with protected characteristics, such as gay and lesbian discussed.

Identifying that some relationships can potentially be harmful or unsafe, ranging from bullying, including name calling to physical abuse, will be taught alongside differing relationship boundaries. For example, the understanding that the relationship boundaries with family and friends are very different to those with strangers will be highlighted. Children will learn how and where to seek help or advice from others, if needed.

Positive characteristics for healthy, committed friendships relationships, such as loyalty, trust and mutual respect underpin the whole unit and help the children with their understanding that both parties in a healthy relationship should be equally invested and that there are some aspects of a relationship that require permission from the other person.

My body and my health

In Year 5, the children are introduced to some of the changes that will happen to children's bodies during puberty. This will involve using the resource Yasmine and Tom to explore the main emotional and physical changes that happen to both boys and girls as they grow up such as: mood swings, hair growth, voice deepening, periods beginning and body parts growing. Also, in this unit, we will explore the difference between good and bad drugs and look into prescription medicines and substance misuse. The topic of immunisation and vaccinations will be discussed focusing on the diseases the children are vaccinated against such as measles and flu. All of these topics will be handled sensitively and the detail we go into will depend on the children's current and prior knowledge.

Life cycles

During Year 5, the children will look at the two key questions:

- Why does having a baby need a male and a female?
- How does the baby develop?

These will mainly be taught during science lessons from a biological point of view. It will be explained to the children how a baby is made using the language: sperm, egg and fertilisation. We will not go into the details of sexual intercourse.

Feelings and attitudes

In this unit, we look at the variety of feelings that come with puberty. We discuss how to cope with these and say no to people without hurting their feelings.

We then focus on family, learning what to do if family or friends don't see things the way they do. We also look at what families from other cultures and religions think about growing up.

Children in this strand will share and discuss whether they think they can believe everything they see on the TV regarding bodies and relationships.

Mental Wellbeing

Children learn what mental health is and the importance of identifying and talking to their trusted adults to help understand their feelings. They will also discuss strategies and behaviours that support mental health including sleep, meditation, exercise, time outdoors, clubs and activities and spending time with friends and family.

Loneliness is explored through story. Children will be encouraged to identify how loneliness affects the character and the strategies used to manage loneliness.

