

Year 5 Personal, Social, Health and Economic Education

Core Theme 1: Health and wellbeing

Suggested Programme of Study for Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing.

Building on Key Stage 1 and lower Key Stage 2, pupils should have the opportunity to learn:

- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- that bacteria and viruses can affect health and that following simple routines can reduce their spread**
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media**
- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others**
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online** (including social media, the responsible use of ICT and mobile phones)

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□ the importance of protecting personal information, including passwords, addresses and images

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Core Theme 2: Relationships

Suggested Programme of Study for Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Building on Key Stage 1 and lower Key Stage 2, pupils should have the opportunity to learn:

- to recognise what constitutes a positive, healthy relationship**
- to develop the skills to develop and maintain positive and healthy relationships**
- the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’**
- to recognise and challenge stereotypes.

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Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Suggested Programme of Study for living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

Building on Key Stage 1 and lower Key Stage 2, pupils should have the opportunity to learn:

- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities