

# Year 5 Long Term Plan for RSE & PSHE

## Term 1

### Health and Wellbeing

#### How can we help in an accident or emergency?

- how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- know 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

### Living in the Wider world

#### 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 (e.g. from current accounts/savings; 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, stolen) and how money can affect people's emotions

## Term 2

### Health and Wellbeing

#### How will we grow and change?

- about puberty and how bodies change during puberty, including
  - menstruation and menstrual wellbeing,
  - erections and wet dreams
  - how puberty can affect emotions and feelings
  - how personal hygiene routines change during puberty
  - how to ask for advice and support about growing and changing

### Relationships

#### How do we treat each other with respect?

- how people's behaviour affects themselves and others, including online
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- about the relationship between rights and responsibilities
- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)\*
- the rights that children have and why it is important to protect these\*
- that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

## Term 3

### Health and Wellbeing

#### How can drugs common to everyday life affect health?

- how drugs common to everyday life (including smoking/vaping- 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

### Living in the Wider World

#### What jobs would we like?

- 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 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

- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions