



The BIG Picture

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, sometimes referred to virtues, in the individual. Pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Brining SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

What do we already know? Year 5 PSHE – Me and My Relationships

- To give a range of examples of our emotional needs and explain why they are important.
- To explain why the qualities of a good friend are important.
- To give a few examples of different faiths and cultures and positive things about having these differences.

Key vocabulary & understanding:

assertiveness  
 appropriate  
 sensitive  
 collaboration  
 respectful  
 response  
 culture  
 inappropriate  
 religion  
 bullied  
 compromise  
 illegal  
 active  
 forced marriage  
 negotiation  
 community  
 bystanders  
 passive  
 civil partnership

DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

Families and people who care for me: 1, 2, 3,4, 5, 6

Caring Friendships: 1, 2, 3, 4, 5

Respective relationships: 1, 2, 4, 5, 6, 8

Being safe: 1, 2, 3, 4, 5, 6, 7, 8

Mental Health and Wellbeing: 1, 2, 3, 4

Changing adolescent body: 1

Additional Learning:

Teamwork

Compromise

Specific unit objectives

- To explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
- To give examples of negotiation and compromise.
- To explain what inappropriate touch is and give examples.

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Age, Marriage and Civil Partnership, Religion or Belief, Sex and Sexual Orientation

British Values: Tolerance and Respect for others

Additional Resources: Black History Month and Water Safety

Key Questions

Can active bystanders affect a bullying situation? How?

How can negotiation and compromise skills help someone?

If someone experiences inappropriate or illegal touch, how can they get help?

Key Themes:

Assertiveness  
 Co-operation  
 Safe / unsafe touches  
 Positive relationships



The BIG Picture

Our world is constantly changing and as it becomes more diverse and interconnected, children need to understand that all people are unique; they have varying abilities, beliefs, and traditions. It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for a diverse range of people.

Brining SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

What do we already know? Year 5 PSHE – Valuing Difference

- To give examples of different faiths and cultures and positive things about having these differences.
- To explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. .

Key vocabulary & understanding:

- disrespect
- bystander
- self-esteem
- diversity
- prejudice,
- identity
- empathy
- stereotype
- tolerance
- assumption
- media influence
- situation
- gender
- stereotype
- community.

DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

- Families and people who care for me: 1, 4
- Caring Friendships: 1, 2, 3, 4, 5
- Respective Relationships: 1, 2, 3, 5, 6, 7
- Online Relationships: 2
- Being safe: 1
- Mental Health and Wellbeing: 3, 6
- Internet Safety and harms: 2, 6

Specific unit objectives:

- To reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
- To explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

Key Questions:

How can a bystander’s behaviour affect a bullying situation?

Why do some people show prejudiced behaviour?

Can empathy help people to be more understanding of those who are different? How?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Age, Disability, Race, Religion or Belief, Sex and Sexual Orientation.

British Values: Tolerance and Respect for others

Education for a Connected World: Online Relationships, Online Bullying, Health and Well-Being and Lifestyle

Additional Activities: The Adoptable School Toolkit, Anti-bullying Week and Safeguarding - NSPCC

Key Themes:

Recognising and celebrating difference, including religions and cultural

Influence and pressure of social media



**The BIG Picture**

As children get older, they will want to become more independent. Allowing children to start doing things themselves will help increase their self-confidence and is an important part of growing up. Teaching children about personal safety and giving them the skills to make sensible decisions will help them to be safe when they go out. Teaching children about personal safety reduces the likelihood of a child entering into an unsafe situation and increases their sense of confidence and resiliency.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

**What do we already know? Year 5 PSHE – Keeping Safe**

- To give examples of things that might influence a person to take risks online.
- To explain that I have a choice.
- To say the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.

**Key vocabulary & understanding:**

- online safety
- legal
- privacy
- sharing online emotional needs
- Inappropriate
- physical needs
- age restrictions
- possess
- parental consent
- permission
- social media
- alcohol
- medical supply
- non-medical
- produce
- personal information

**DfE Statutory Requirements – end of**

**Primary statements**

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

- Families and people who care for me: 1
- Caring Friendships: 1, 2, 3, 4, 5
- Respective Relationships: 1, 4, 8
- Online Relationships: 1, 2, 3, 4, 5
- Being safe: 1, 2, 3, 4, 5, 6, 7
- Mental Health and Wellbeing: 1, 3, 4, 5, 6, 7, 9, 10
- Internet Safety and harms: 1, 3, 4, 5, 7
- Healthy Eating: 3
- Drugs, alcohol and tobacco: 1

**Specific unit objectives:**

- To explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.
- To explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.
- To explain why some people believe that more young people drink alcohol than actually do (misperceive the norm)

**Key Questions:**

Are emotional needs equally important as physical needs? Why?

Why is there a law about sharing inappropriate images on mobile phones?

Is young people's use of alcohol increasing or decreasing?

**Protected Characteristics (including LGBT+), British Values and Education for a Connected World** are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Age and Disability.

Education for a Connected World: Self-Image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Well-Being and Lifestyle and Privacy and Security

Additional Resources: Children's Mental Health Week, A to Z of coping strategies, Anxiety and Stress, Dental Hygiene, Digital Media Awareness, , Gambling, Road Safety and Vaccinations and Immunisations

**Key Themes:**

- Understanding emotional needs
- Staying safe online
- Drugs: norms and risks (including the law)



**The BIG Picture**

Young people need to understand equality and know their rights, to understand both how they should be treated, and how they should treat others. Learning about rights, respect and responsibilities helps children to achieve their potential and develop into responsible citizens. This teaches children how to respect others, think critically and make informed decisions.

Brining SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

**What do we already know? Year 5 PSHE – Rights and Respect**

- To give examples of some of the rights and respect of others’ rights (people and things) I have as I grow older, at home and school.
- To give a few different examples of things that I can take ownership of to keep myself healthy.
- To explain that local councils have to make decisions about how money is spent on things we need in the community.

**Key vocabulary & understanding:**

- biased
- elections candidate
- image
- profile
- interest
- tax
- stereotype
- saving
- cash
- voting
- shop local
- debit card
- reuse
- pressure
- public services
- sustainable
- recycling
- unbiased
- environmentally sustainable
- bank (building society) account
- democracy
- online safety
- social media

**DfE Statutory Requirements – end of Primary statements**

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

- Respectful Relationships: 7, 8
- Online Relationships: 1
- Mental Health and Wellbeing: 1, 5
- Internet Safety and harms: 4, 6

Additional Learning:

- Money
- Looking after the environment
- Community
- Democracy

**Specific unit objectives:**

- To explain why people’s social media profiles show certain aspects of themselves and how social media can affect how some people feel about themselves.
- To explain that what ‘environmentally sustainable’ living means and give an examples of how we can live in a more ‘sustainable’ way.
- To explain the advantages and disadvantages of different ways of saving money.

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Age

British Values: Democracy and The Rule of Law

Education for a Connected World: Self-Image and Identity, Privacy and Security and Copyright and Ownership

Additional Resources: Belonging Toolkit, Careers Education and Economic Education (money)

**Key Questions:**

- Does social media affect how a person feels about themselves?
- What can someone do to help the environment?
- Are there advantages or disadvantages to the different ways to save money, including long-term saving?

**Key Themes:**

- Understanding media bias, including social media
- Caring: communities and the environment
- Earning and saving money
- Understanding democracy



**The BIG Picture**

Self-care skills can help children of all ages to become more introspective and aware of their physical and emotional needs, preparing them to effectively handle future stressors and promoting wellness of the body and mind. A nutritious diet is essential for health and wellbeing to fuel growth and development. Teaching children to consume the right food and drink and regular exercise and sleep patterns help to establish lifelong positive habits. Developing a Growth Mindset encourages a passion for learning and an ease in facing new challenges as they are more likely to bounce back from failures in order to succeed.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

**What do we already know? Year 5 PSHE – Being My Best**

- To give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.

- To name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

**Key vocabulary & understanding:**

- give
- connect
- influence
- be active
- assessing risk
- problems
- choices
- goal setting
- overcome vaping
- practise
- media
- aspirations
- take notice (mindful)
- weigh up
- achieve
- challenges
- perseverance
- keep learning (get creative)

**DfE Statutory Requirements – end of Primary statements**

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

- Families and people who care for me: 1
- Caring Friendships: 2, 3, 5
- Respective Relationships: 1, 4, 6
- Online Relationships: 1, 3
- Being safe: 1, 2, 4, 5
- Mental Health and Wellbeing: 1, 5, 6, 7
- Internet Safety and harms: 2, 6
- Physical Health and Fitness: 2, 3, 4
- Drugs, alcohol and tobacco: 1
- Health and Prevention: 1, 3, 4, 6
- Basic First Aid: 1, 2
- Changing adolescent body: 1

Additional Learning:  
Goal setting

**Specific unit objectives:**

- To tell you how I can overcome problems and challenges on the way to achieving my goals.
- To give examples of an emotional risk and a physical risk.

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Education for a Connected World: Self-Image and Identity, Online Reputation, Managing Online Information, Health, Well-Being and Lifestyle and Privacy and Security

Additional Resources: Kindness through animal welfare, Resilience and Sleep

**Key Questions:**

- Do goals and aspirations need a plan?
- Are problems, challenges and barriers part of achieving goals?
- Are risks physical or emotional?
- What can someone do to reduce or remove risk?

**Key Themes:**

- Aspirations and goal setting
- Managing risk
- Looking after my mental health



**The BIG Picture**

Learning about life cycles is an important way to develop children’s understanding of the world and help them understand and deal with weighty concepts such as life, death and birth. Children should be taught about relationships and health, including puberty. It is important to prepare children for the emotional and physical changes that occur as children go through puberty and how to approach this stage with confidence. Age-appropriate lessons on Relationships and Sex Education will be included here.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

**What do we already know? Year 5 PSHE – Growing and Changing**

- To explain what resilience is and how it can be developed.
- To list ways that I can prepare for changes (e.g. to get facts, talk to someone).

**Key vocabulary & understanding:**

- media manipulation
- puberty
- sexual intercourse
- discuss
- confidential
- online safety
- self esteem
- right to privacy
- age of consent
- stereotype
- peer pressure
- uncomfortable
- physical changes
- body image
- emotional changes
- in confidence
- sharing online

**DfE Statutory Requirements – end of Primary statements**

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

- Families and people who care for me: 2, 3, 4, 6
- Respective Relationships: 1, 2, 4, 6, 7
- Online Relationships: 1, 2, 3, 4, 5, 6
- Being safe: 1, 3, 4, 5, 6, 7 8
- Mental Health and Wellbeing: 2, 3, 4, 6, 9
- Internet Safety and harms: 2, 5
- Health and Prevention: 5
- Changing adolescent body: 1, 2

**Specific unit objectives:**

- To give examples of a secret that should be shared with a trusted adult.
- To tell you some emotional changes associated with ‘puberty’ and how people may feel when their bodies change.
- To give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).

**Protected Characteristics (including LGBT+), British Values and Education for a Connected World** are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Disability, Gender Reassignment, Pregnancy and Maternity, Religion or Belief, Sex and Sexual Orientation

Education for a Connected World: Self-Image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Well-Being and Lifestyle and Privacy and Security

Additional Resources: Anxiety about transition to Secondary School and Bereavement and Loss

**Key Questions:**

- Are there secrets that should be shared? Why?
- How might some feel when their body changes?
- What can affect the way someone feels about themselves?
- Do words affect someone as much as actions? How?

**Key Themes:**

- Managing difficult feelings
- Managing change
- How my feelings help keeping safe
- Getting help



By the end of primary school pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none"><li>1. that families are important for children growing up because they can give love, security and stability.</li><li>2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ol>
Caring friendships (CF)	<ol style="list-style-type: none"><li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ol>
Respectful relationships (RR)	<ol style="list-style-type: none"><li>1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>3. the conventions of courtesy and manners.</li><li>4. the importance of self-respect and how this links to their own happiness.</li><li>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li><li>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ol>
Online relationships (OR)	<ol style="list-style-type: none"><li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li><li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>5. how information and data is shared and used online.</li></ol>



Being safe (BS)

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. how to recognise and report feelings of being unsafe or feeling bad about any adult.
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. where to get advice e.g. family, school and/or other sources.

Mental wellbeing (MW)

1. that mental wellbeing is a normal part of daily life, in the same way as physical health.
2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.





Internet safety and harms (ISH)	<ol style="list-style-type: none"><li>1. that for most people the internet is an integral part of life and has many benefits.</li><li>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>4. why social media, some computer games and online gaming, for example, are age restricted.</li><li>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>7. where and how to report concerns and get support with issues online.</li></ol>
Physical health and fitness (PHF)	<ol style="list-style-type: none"><li>1. the characteristics and mental and physical benefits of an active lifestyle.</li><li>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li><li>3. the risks associated with an inactive lifestyle (including obesity).</li><li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li></ol>
Healthy eating (HE)	<ol style="list-style-type: none"><li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>2. the principles of planning and preparing a range of healthy meals.</li><li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li></ol>
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"><li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li></ol>
Health and prevention (HP)	<ol style="list-style-type: none"><li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li><li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li><li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li><li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li><li>6. the facts and science relating to allergies, immunisation and vaccination.</li></ol>



Basic first aid (BFA)	<ol style="list-style-type: none"><li>1. how to make a clear and efficient call to emergency services if necessary.</li><li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ol>
Changing adolescent body (CAB)	<ol style="list-style-type: none"><li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li></ol>