|  |  |  |  |
| --- | --- | --- | --- |
| Year 5**Autumn 1****Me and My Relationships** | Give and Take | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships*
* That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships*
 |  |
|  | How good a friend are you? | * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring friendships*
* The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships*
* That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships*
* 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. *Caring friendships*
 |  |
|  | Relationship cake recipe | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships*
* That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships*
* 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. *Caring friendships*
* 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. *Caring friendships*
* The conventions of courtesy and manners. *Respectful relationships*
* The importance of self-respect and how this links to their own happiness. *Respectful relationships*
* 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. *Respectful relationships*
 |  |
|  | Being assertive | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships*
* That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships*
* 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. *Caring friendships*
* The 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. *Respectful relationships*
 |  |
|  | Communication | * 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. *Online relationships*
* The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships*
 |  |
| **Autumn 2****Valuing Difference** | The qualities of friendship | * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring friendships*
* The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships*
* That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded *Caring friendships*.
* 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. *Caring friendships*
* 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. *Caring friendships*
* The 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. *Respectful relationships*
* Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships*
* The conventions of courtesy and manners *Respectful relationships*.
* The importance of self-respect and how this links to their own happiness. *Respectful relationships*
* 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. *Respectful relationships*
 |  |
|  | Kind conversations | * The 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. *Respectful relationships*
* Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships*
* The importance of self-respect and how this links to their own happiness. *Respectful relationships*
* 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. *Respectful relationships*
 |  |
|  | Happy being me | * The 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. *Respectful relationships*
* Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships*
* The conventions of courtesy and manners. *Respectful relationships*
* The importance of self-respect and how this links to their own happiness. *Respectful relationships*
* 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. *Respectful relationships*
* 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. *Respectful relationships*
* What a stereotype is, and how stereotypes can be unfair, negative or destructive. *Respectful relationships*
 |  |
|  | The land of the Red People | * 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. *Families and people who care for me*
* That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships*
* The 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. *Respectful relationships*
* Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships*
* The importance of self-respect and how this links to their own happiness. *Respectful relationships*
* 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. *Respectful relationships*
 |  |
|  | Is it true? | * The 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. *Respectful relationships*
* Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships*
* 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. *Respectful relationships*
* What a stereotype is, and how stereotypes can be unfair, negative or destructive. *Respectful relationships*
* The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships*
* How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships*
* How information and data is shared and used online. *Online relationships*
* What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe*
 |  |
|  | It could happen to anyone | * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring friendships*
* The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships*
* That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships*
* 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. *Caring friendships*
 |  |
| **Spring 1****Keeping Myself Safe** | Spot bullying | * The 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. *Respectful relationships*
* That people sometimes behave differently online, including by pretending to be someone they are not. *Online relationships*
* 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. *Online relationships*
* The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships*
* How information and data is shared and used online. *Online relationships*
 |  |
|  | Ella’s diary dilemma | * 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. *Caring friendships*
* Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships*
* The importance of self-respect and how this links to their own happiness. *Respectful relationships*
* 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. *Respectful relationships*
* The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships*
* What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).*Being safe*
* 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. *Being safe*
 |  |
|  | Play, like, share | * That people sometimes behave differently online, including by pretending to be someone they are not. *Online relationships*
* 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. *Online relationships*
* The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships*
* How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships*
* How information and data is shared and used online. *Online relationships*
* What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe*
* How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe*
 |  |
|  | Would you risk it? | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe*
 | **Y6 Animals including humans**Recognise the impact of diet, drugs, exercise and lifestyle on the way their bodies function. |
| **Spring 2****Rights and Responsibilities** | Fact or opinion? | * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships*
 |  |
| **Summer 1****Being My Best** |  |  |  |
| **Summer 2****Growing and Changing** | Taking notice of our feelings | * 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. *Respectful relationships*
* What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe*
* That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe*
* How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know *Being safe*.
* How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe*
* How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe*
* Where to get advice e.g. family, school and/or other sources. *Being safe*
 |  |
|  | Growing up and changing bodies | * That families are important for children growing up because they can give love, security and stability. *Families and people who care for me*
* The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships*
* 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. *Being safe*
* That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe*
 | **Year 5 Animals including humans** Children should draw a timeline to indicate stages of growth and development of humans. They should learn about the changes experienced in puberty. |
|  | It could happen to anyone | * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring friendships*
* The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships*
* That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships*
* 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. *Caring friendships*
 |  |
|  | Help! I’m a teenager-get me out of here! | * 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. *Families and people who care for me*
* 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. *Families and people who care for me*
* The 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. *Respectful relationships*.
* Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships*
* The conventions of courtesy and manners *Respectful relationships*.
* The importance of self-respect and how this links to their own happiness*.Respectful relationships*
 |  |
|  | Dear Ash | * 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. *Being safe*
* How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe*
* How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe*
* How to ask for advice or help for themselves or others, and to keep trying until they are heard. *Being safe*
* How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe*
* Where to get advice e.g. family, school and/or other sources. *Being safe*
 |  |
|  | Stop, start stereotypes | * The 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. *Respectful relationships*
* 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. *Respectful relationships*
* What a stereotype is, and how stereotypes can be unfair, negative or destructive. *Respectful relationships*
 |  |