

Year 5

National Curriculum	Composite	Component
<p>RELATIONSHIPS EDUCATION</p> <p>RELATIONSHIPS UNIT 1: Families and people who care for us</p> <ul style="list-style-type: none">• 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.• 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.• 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.• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<p>I know that other families in school or the wider world are different to my family.</p>	<ul style="list-style-type: none">• I know that there are different types of families including same sex families, blended and multi-race families and I should respect these differences• I know that families of all types can give family members love and care• I know that there are different types of relationships that make up a family• I know the importance of stable caring relationships being at the heart of happy families• I know that marriage represents a formal and legally recognised commitment of two people to each other for their whole lives• I know the key characteristics of what makes a healthy family life (commitment, care, spending time together, being there for each other in times of difficulty)• I know how to recognise unsafe family relationships• I know how negative family environments can impact our mental and physical health and wellbeing.• I know how to seek help or advice from others if needed.

<p>RELATIONSHIPS AND HEALTH EDUCATION</p> <p>ONLINE SAFETY AND RELATIONSHIPS UNIT: Not everything is what it seems</p> <p>(Linked to computing)</p> <p><u>Health and Wellbeing:</u></p> <ul style="list-style-type: none"> • 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. • The importance of keeping personal information private. • Where and how to report concerns and get support with issues online. <p><u>Relationships:</u></p> <ul style="list-style-type: none"> • How information is shared and used online. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p>I know the risks of spending too much time online on my physical and mental wellbeing.</p>	<ul style="list-style-type: none"> • I know how to ration the time I spend online to improve my physical and mental health. • I know the signs of a suspicious email. • I know what a SPAM email is and its dangers • I know what information is safe to share on line. • I know what personal information should be kept private. • I know how to identify a safe website • I know that not everything I see online is true. • I know how false photographs can make people feel bad about themselves. • I know how to recognise how images in the media (and online) do not always reflect reality • I know how to recognise how images in the media can affect how people feel about themselves • I know who to where and how to get support with online issues.
<p>HEALTH EDUCATION</p> <p>PHYSICAL HEALTH AND WELLBEING UNIT: Healthy Lifestyles</p>	<p>I know the importance of a healthy lifestyle.</p>	<ul style="list-style-type: none"> • I know what makes a healthy diet. • I know what influences our food choices. • I know the characteristics of an active lifestyle.

<p>(Health Eating/ Physical health and Fitness/ Health and prevention)</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 		<ul style="list-style-type: none"> • I know the mental and physical benefits of an active lifestyle (physical exercise, time outdoors, community participation, voluntary and service-based activity) on mental wellbeing and happiness. • I know the importance of building regular exercise into daily and weekly routines • I know how to build regular exercise into my daily and weekly routine (e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise). • I know the risks associated with an inactive lifestyle (including obesity). • I know how and when and who to seek support if I am worried about my health • I know the risks of too much exposure to the sun, including skin cancer. • I know how to reduce the risk of sun damage and stay safe in the sun.
<p>HEALTH EDUCATION</p> <p>MENTAL WELLBEING</p> <ul style="list-style-type: none"> • 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. 	<p>I know that there is a range of human emotions.</p>	<ul style="list-style-type: none"> • I know different words for the similar emotions • I know how to talk about my emotions • I know examples of when people feel different emotions • I know what mental wellbeing is and that it is a normal part of daily life • I know how to identify some mental health problems • I know that it is common for people to experience mental ill health

- **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.**
- **That mental wellbeing is a normal part of daily life, in the same way as physical health.**
- **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.**
- **Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.**
- **That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.**
- **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).**

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- I know that with the right help and support people's problems can be resolved
- I know some celebrities who have suffered mental ill health
- I know that children can suffer with mental ill health too
- I know what isolation and loneliness is
- I know how isolation and loneliness can affect us
- I know what bullying is
- I know the negative impacts of bullying on our wellbeing
- I know how and where to seek support and help if I or someone I know is being bullied
- I know strategies to improve my mental wellbeing
- I know how to identify triggers that suggest my mental wellbeing might be suffering
- I know who I can go to for support if I am worried about my ability or someone else's ability to control their mental wellbeing

<p>RELATIONSHIPS EDUCATION</p> <p>RELATIONSHIPS UNIT: Respectful relationships and being safe</p> <ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • About different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • 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. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. 	<p>I know what a respectful relationship looks like.</p>	<ul style="list-style-type: none"> • I know what respect looks like in school • I know the importance of treating others in school with respect and being treated with respect in return • I know practical steps that I can use to improve respectful relationships in school • I know what bullying is and how it does not show someone respect • I know the impact that bullying can have and how to get help • I know what a bystander is and their responsibilities to report any bullying they witness I know the importance of treating everyone in society with respect regardless of their job or age. • I know I should be treated with respect by others. • I know the importance of treating everyone in society with respect regardless of their job or age. • I know I should respect those in positions of authority • I know that some people will have different choices and beliefs to me • I know that some people come from different backgrounds to me • I know it is important to respect others even when they are different from me (choices and beliefs) • I know the difference between a safe adult and an unsafe adult • I know how to respond safely to adults I do not know • I know how to recognise and report feelings of being unsafe or feeling bad about any adult. • I know how to report concerns or abuse and where to seek help
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<p>HEALTH EDUCATION</p> <p>KEEPING SAFE</p> <ul style="list-style-type: none"> • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>I know how to keep myself safe.</p>	<ul style="list-style-type: none"> • I know the definitions of the terms ‘risk’, ‘danger’, and ‘hazard’. • I know how to recognise, predict and assess risks in different situations and decide how to manage them responsibly • I can identify different hazards and risks in my home including fire hazards • I know how to identify hazards and risks on roads and railways lines • I know how to keep myself safe on roads and railway lines • I know the risks and hazards that water can cause (seas, lakes, rivers) • I know how to keep safe around water • I know the role of the coastguard and RNLI • I know the role of a first aider • I know what the recovery position is and how to apply into a casualty
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