

Term	Topic	In this unit of work, students learn...	
Autumn – Relationships	<b>Families and friendships</b> Managing friendships and peer influence  PoS Refs: R14, R15, R16, R17, R18, R26	<ul style="list-style-type: none"> <li>what makes a healthy friendship and how they make people feel included</li> <li>strategies to help someone feel included</li> <li>about peer influence and how it can make people feel or behave</li> <li>the impact of the need for peer approval in different situations, including online</li> <li>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>that it is common for friendships to experience challenges</li> <li>strategies to positively resolve disputes and reconcile differences in friendships</li> <li>that friendships can change over time and the benefits of having new and different types of friends</li> <li>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>when and how to seek support in relation to friendships</li> </ul>	P I
	<b>Safe relationships</b> Physical contact and feeling safe  PoS Refs: R9, R25, R26, R27, R29	<ul style="list-style-type: none"> <li>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>how to ask for, give and not give permission for physical contact</li> <li>how it feels in a person's mind and body when they are uncomfortable</li> <li>that it is never someone's fault if they have experienced unacceptable contact</li> <li>how to respond to unwanted or unacceptable physical contact</li> <li>that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>whom to tell if they are concerned about unwanted physical contact</li> </ul>	
	<b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination  PoS Refs: R20, R21, R31, R33	<ul style="list-style-type: none"> <li>to recognise that everyone should be treated equally</li> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>	P E I P C

		<ul style="list-style-type: none"> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> <li>how to report discrimination online</li> <li></li> </ul>	
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Year 5

PSHE objectives for the Autumn Term.

This document details what the children will learn in PSHE over the Autumn Term.