

Year 5 PSHE Progression Map

	Autumn 1 Emotions: How can we manage challenges? Communities: How can we ensure fairness and respect for women and girls?	
Topic	Emotions	
Unit Aim	In this unit, pupils explore more complex emotions such as aspirational, embarrassed, anxious, worried and appreciative. This is timely as pupils face increasing academic and social challenges. By learning these concepts now, pupils enhance their emotional vocabulary, understand that all emotions serve important purposes, develop advanced strategies for managing difficult emotions and build resilience when facing challenges. This unit builds on that by exploring the history of women's rights since the 1800s and current challenges facing women and girls in modern Britain. This is timely as pupils develop critical thinking about fairness and inequality. By learning these concepts now, pupils gain a deeper understanding of gender inequality and recognise how attitudes have changed.	
Prior Learning	- Pupils should be able to recognise and name emotions including happiness, sadness, anger, fear, excitement, frustration, jealousy, joy and fury. - Pupils should know from Key Stage 1 strategies for managing strong emotions such as breathing techniques, talking to trusted adults and taking breaks. - Pupils should know that everyone deserves to be treated with respect, fairness and dignity regardless of their gender, background or characteristics. - Pupils may understand what stereotypes are, that they can be unfair and harmful, and that gender stereotypes can limit people's choices and opportunities. - Pupils may recognise from other learning that attitudes and laws about equality have changed over time and that people have worked to make society fairer for everyone.	
Knowledge	<u>PSHE Skills</u> Core PSHE Skills Across All Areas - Communication - Emotional literacy - Self-regulation - Resilience - Cooperation - Independence - Reflection	<u>Essential Knowledge</u> I can explain that challenges look different for everyone and can impact people in different ways. I can explain why all emotions are important and why our emotions can change. I can explain why I am feeling challenged and describe ways to take action to overcome this. I can describe how the lives of women have changed over time.
	<u>British Values</u> Mutual Respect	I can describe examples of gender stereotypes and explain ways to challenge them. I can explain how society can make life better for women and girls in modern Britain. I can explain how to promote fairness and prevent discrimination.
Vocabulary	Challenge, Resilience, Emotions, Feelings, Change, Coping, Strategies, Action, Overcome, Support, Equality, Fairness, Gender, Stereotype, Discrimination, Prejudice, Rights, Opportunity, Freedom, Respect, Diversity, Inclusion, Empowerment, Society, Progress	

Future Learning	In Year 6, pupils build on their emotional toolkit by exploring how emotions can change during periods of transition and challenge, particularly as they prepare for secondary school. They develop strategies to protect their mental health, recognise when they may need support and understand the importance of celebrating their own and others' differences.
KS2 End Point	To have a comfortable vision of the world around us and the skills available to assist the transition to High School and the wider world

	<u>Autumn 2</u>	
Topic	Healthy relationships: Is there such a thing as a perfect family? Healthy relationships: How can I be a great friend?	
Unit Aim	This unit examines families and helps pupils understand that no family is perfect, all families face challenges and changes, and that love and care matter more than structure. Pupils develop realistic expectations of family life, fostering empathy, respect and resilience. This unit focuses on qualities and behaviours that contribute to strong, supportive friendships. Pupils learn how to build new friendships, repair damaged relationships, maintain healthy friendships over time and recognise when friendships need to change or end, developing practical skills.	
Prior Learning	Pupils should understand that families can experience changes such as separation, divorce, new members, illness or bereavement, and that these changes can provoke a range of emotions. Pupils should be familiar with the idea that stable, caring relationships are at the heart of healthy families and that commitment matters even during difficulties. Pupils should know from earlier learning about trusted adults both within their family and at school who can help them if they feel worried or unhappy. Pupils should be familiar with the idea that healthy friendships are welcoming and inclusive, do not exclude others and treat everyone with respect. Pupils should know from earlier learning qualities of good friends such as being supportive, listening, sharing and being trustworthy.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Core PSHE Skills Across All Areas • Communication • Emotional literacy • Self-regulation • Resilience • Cooperation • Independence • Reflection	I can describe the complex range of identities that people in a family may have. I can describe some of the changes and challenges that families may face and explain why it is important for family members to respect boundaries. I can describe how to build strong friendships.

	<u>British Values</u> Mutual Respect	I can explain how to repair damaged friendships. I can describe how to maintain good friendships during difficult times. I can explain why friendships might change, describe how to end them kindly and how to manage the feelings that endings may bring.
Vocabulary	Identity, Family, Relationships, Boundaries, Respect, Change, Challenges, Communication, Friendship, Trust, Kindness, Empathy, Support, Listening, Cooperation, Conflict, Apologise, Forgiveness, Repair, Resilience, Difficulties, Ending, Feelings, Emotions, Coping	
Future Learning	In Year 6, pupils build on their understanding of families and friendships by exploring healthy relationships, boundaries and respect. They develop their ability to recognise positive and negative behaviours in relationships, communicate their needs, manage disagreements and understand when it is important to seek support. Pupils also learn how to respect personal boundaries and recognise that healthy relationships are built on trust, care, respect and consent.	
KS2 End Point	To have a comfortable vision of the world around us and the skills available to assist the transition to High School and the wider world	

	<u>Spring 1</u>
Topic	Power in relationships: How do I get help if I don't feel safe? Media influence: Who decides what I experience in the online world?
Unit Aim	This unit provides strategies for seeking help when feeling unsafe, understanding and resisting peer pressure, recognising when to seek help and developing confidence to assert boundaries. Pupils learn to feel empowered and know multiple ways to access support for their safety and wellbeing. This unit explores the forces shaping online experiences, teaching pupils to critically evaluate digital content. Pupils learn about online influencers, how algorithms work, their own power online and the role of data, developing understanding of how and why their online experience is curated.
Prior Learning	Pupils should understand from previous learning that healthy relationships make them feel safe, respected and valued, and can identify when relationships feel uncomfortable or unsafe. Pupils should be familiar with multiple trusted adults such as parents, carers, teachers and school staff who can help them if they feel worried or unsafe. Pupils should know from earlier learning that everyone has the right to feel safe and that seeking help is important, positive and brave. Pupils should be familiar with strategies for critically evaluating online information such as checking sources, looking for evidence and asking trusted adults. Pupils should know from Key Stage 1 that personal information and images should be kept private

	online and understand basic concepts of privacy and consent. Pupils should be able to identify trusted adults who can help them with concerns about online content, relationships or experiences.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Core PSHE Skills Across All Areas • Emotional literacy • Self-regulation • Critical thinking • Problem-solving	I can explain why peer pressure is so powerful and describe ways we can say 'no' to our friends. I can describe situations where I might feel unsafe and explain how to be an active bystander. I can explain what makes people feel powerful.
	<u>British Values</u> Individual liberty, democracy	I can describe the motivations of online influencers and explain why this means I shouldn't always trust their content. I can describe how algorithms influence the content we see online. I can understand that my online actions can have powerful consequences and explain why I should not share private information online. I can describe how powerful shared data is in the online world.
Vocabulary	Peer Pressure, Influence, Assertiveness, Refusal, Safety, Bystander, Power, Influencers, Motivation, Trust, Content, Algorithms, Online, Consequences, Privacy, Information, Data, Sharing, Digital Footprint, Technology, Advertising, Persuasion, Responsibility, Choices, Consent	
Future Learning	In Year 6, pupils build on their understanding of safety and online experiences by exploring how to manage risks, make informed choices and protect themselves and others. They develop confidence in setting boundaries, responding to pressure and seeking appropriate support, while strengthening their ability to critically evaluate online content, recognise how algorithms and influencers can affect their choices, and understand the importance of protecting their personal information and digital wellbeing.	
KS2 End Point	To have a comfortable vision of the world around us and the skills available to assist the transition to High School and the wider world	

	Spring 2	
Topic	Our online lives: How do I thrive online? Physical health: Is it hard to be healthy?	
Unit Aim	This unit emphasises positive and healthy online interactions, helping pupils balance their digital and offline lives. Pupils learn about online dangers, navigating group chats safely, managing online comparisons and developing strategies to thrive online while maintaining wellbeing. This unit addresses the challenges and rewards of maintaining a healthy lifestyle, promoting balanced nutrition and physical activity. Pupils learn to plan a healthy week, understand health differences, navigate pressures about appearance and develop positive body image and self-respect.	
Prior Learning	Pupils may recognise that online relationships are different from face-to-face relationships and understand the importance of maintaining healthy boundaries online. Pupils should be able to identify multiple trusted adults they can talk to if something online makes them feel worried, uncomfortable or unsafe. Pupils should know from Key Stage 1 that eating a variety of foods from different food groups, staying physically active and getting enough sleep contribute to good health. Pupils should understand from earlier learning the principles of a balanced diet including appropriate portions, limiting sugary and processed foods and drinking plenty of water.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Core PSHE Skills Across All Areas • Communication • Emotional literacy • Self-regulation • Critical thinking • Problem-solving • Decision-making	I can identify the warning signs of unhealthy behaviour. I can identify the risks of group chats. I can explain why things online can affect our mental health. I can give advice on how to thrive online. I can describe healthy choices and explain what a balanced week should look like. I can explain the different ways that people can look after their health. I can identify the pressures that we may feel about our appearance.
	<u>British Values</u> Mutual Respect, Individual liberty	
Vocabulary	Warning Signs, Unhealthy, Behaviour, Group Chats, Risks, Mental Health, Online, Advice, Wellbeing, Healthy, Choices, Balance, Lifestyle, Exercise, Nutrition, Sleep, Hygiene, Health, Appearance, Body Image, Pressure, Confidence, Self-Esteem, Resilience	
Future Learning	In Year 6, pupils build on their understanding of digital wellbeing and healthy lifestyles by exploring how to make responsible choices that support their physical and mental health. They develop strategies for managing online relationships and pressures, balancing screen time with offline activities, and recognising risks to their wellbeing. Pupils also deepen their understanding of healthy choices, body image and self-respect, while recognising that everyone's health and needs are different.	

KS2 End Point	To have a comfortable vision of the world around us and the skills available to assist the transition to High School and the wider world
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	<u>Summer 1</u>	
Topic	Risky substances: Why do people get addicted? Staying safe and healthy: How can I avoid harm?	
Unit Aim	This unit explores addiction, with particular emphasis on smoking and vaping. Pupils learn the facts about smoking, vaping and nicotine products and understand associated health risks, including addiction. This unit provides strategies to avoid harm in various situations, emphasising personal safety and wellbeing. Pupils learn to identify hazards, understand fire safety and firework dangers, make emergency calls effectively and understand the importance of vaccination for health protection.	
Prior Learning	Pupils should understand that their body belongs to them and they have the right to make choices about what goes into their body, including the right to say no. Pupils should be familiar with the idea that rules and laws exist to protect people's health and safety including age restrictions on certain products. Pupils should know about common hazards in the home, at school and outdoors such as sharp objects, hot surfaces, chemicals, water and traffic dangers. Pupils should understand from earlier learning basic first aid concepts such as dealing with minor cuts and burns and know when to seek adult help.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Core PSHE Skills Across All Areas - Decision-making - Resilience - Independence - Reflection	I can describe the health risks of smoking and vaping and explain why some people choose to smoke and vape. I can describe what drug addiction is and how it affects people. I can identify common hazards. I can describe dangers related to fire and fireworks. I can describe how to report an emergency quickly and accurately. I can explain why vaccines are so important.
	<u>British Values</u> Mutual Respect, Individual liberty	
Vocabulary	Smoking, Vaping, Nicotine, Addiction, Drugs, Health, Lungs, Harmful, Risk, Choice, Hazard, Danger, Safety, Fire, Firework, Burn, Emergency, Accident, Report, Location, Emergency services, 999, Vaccine, Immunity, Infection	

Future Learning	In Year 6, pupils build on their understanding of addiction, health and personal safety by exploring how to make informed decisions about substances and manage risks in different situations. They develop a deeper understanding of the effects of smoking, vaping and other harmful substances, while strengthening their ability to recognise unsafe situations, respond appropriately to emergencies and take responsibility for protecting their own health and wellbeing.
KS2 End Point	To have a comfortable vision of the world around us and the skills available to assist the transition to High School and the wider world

	<u>Summer 2- Christopher Winters SRE</u>	
Topic	Growing and Changing: What happens during puberty and how can we look after ourselves?	
Unit Aim	In this unit, pupils explore the physical and emotional changes that happen during puberty and understand that everyone develops at different rates. Pupils learn about changes to male and female bodies, including menstruation and wet dreams, and understand that these are normal parts of growing up. Pupils also develop their understanding of personal hygiene and self-care, building confidence and independence as their bodies change.	
Prior Learning	Pupils understand that people grow and change throughout their lives. - Pupils know that bodies can be different and that everyone develops at different rates. - Pupils can name key body parts using appropriate vocabulary. - Pupils understand the importance of privacy, personal space and respect. - Pupils know they can speak to a trusted adult if they have questions or concerns.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u> I understand that puberty is a normal stage of development. I understand that puberty happens at different ages and rates. I understand that physical and emotional changes occur during puberty. I understand that some changes are different for males and females. I understand that menstruation and wet dreams are normal parts of puberty. I understand that personal hygiene becomes particularly important during puberty. I understand that reliable information and trusted adults can provide support.
	Core PSHE Skills Across All Areas • Emotional literacy • Self-regulation • Critical thinking • Resilience • Independence • Reflection	
	<u>British Values</u> Mutual Respect, Individual liberty	
Vocabulary	Puberty, Growing, Changing, Hormones, Development, Body, Hygiene, Sweat, Body hair, Penis, Testicles, Erection, Semen, Breasts, Menstruation, Period, Menstrual cycle, Wet dream, Privacy, Boundaries, Respect, Support, Trusted adult	

Future Learning	In Year 6, pupils build on their understanding of puberty by exploring reproduction, conception and pregnancy. They develop their understanding of healthy relationships, communication, consent and personal boundaries, while becoming more confident in making informed and respectful choices.
KS2 End Point	To understand that puberty is a normal part of growing up, recognise the physical and emotional changes that may occur, know how to care for their changing body and know where to seek reliable information and support.