

## National Statutory Requirements

### (DFE Statutory Guidance on Health Education and Relationship Education)

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- the importance of permission-seeking and giving in relationships with friends, peers and adults
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

## Series of Lessons

- Explore trust and secrets in our friendships.
- Explore peer pressure and develop the skills to say no.
- Understand safe and unsafe touch.
- Develop our understanding of the risks of sharing images of ourselves and our bodies online.

## Unit Outcome

In this unit of work, pupils learn:

- about the role of trust, respect and boundaries in healthy relationships (including friendships and family)
- how to recognise if a friendship is making them feel uncomfortable or unsafe
- how to maintain and respect privacy and boundaries, including online
- how to recognise different types of physical contact and what is, or is not, acceptable
- about seeking and giving/not giving permission in different situations
- how to seek advice or report concerns about their personal safety

PDL



Staying Safe – Year 5

## Progression of Skills (PSHE ASSOCIATION PROGRAMME OF STUDY 2020)

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup>

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

L2. to recognise there are human rights, that are there to protect everyone

L11. recognise ways in which the internet and social media can be used both positively and negatively

## R&R and Herne Harmony Values

Article 16, Article 19, Article 34, Article 36

Respect, Independence, Honesty

## Vocabulary

Trust, secrets, unsafe secrets  
friendship, peer pressure,  
personal, confidential,  
boundaries, respect,  
healthy and unhealthy  
relationships, privacy,  
permission seeking and  
giving

## Resources

Yasmine and Tom  
Flipcharts  
Worksheets on  
system, Baseline  
Assessments,  
Resources on system.