



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Personal, Social and Health Education Year 5

	Autumn 1 Friendships, stereotypes and bullying	Autumn 2 Positively engaging with our world	Spring 1 Respecting boundaries	Spring 2 Safe connections online	Summer 1 Embedding healthy habits and learning first aid	Summer 2 Changing me
Content Declarative Knowledge 'I know'	-Identify a variety of self-regulation strategies (such as deep breathing, positive self-talk, or taking a short break) and explain how they help manage big emotions. -Recognise personal triggers that can upset their emotional balance or focus, and identify which specific strategies work best for them. -Describe the key factors that support overall well-being, including regular sleep, physical activity, healthy relationships, and balanced screen time.	-Identify how constant exposure to negative news can impact mental well-being, recognizing signs of digital overload or media fatigue. -Define "eco-anxiety" and understand that feeling sad, angry, or worried about climate change is a normal and empathetic response to global challenges. -Distinguish between sensationalized headlines and balanced reporting when reading stories about environmental issues. -Understand that positive progress is	-Define the concept of "personal boundaries" and understand that everyone has a different comfort level regarding physical space, touch, and privacy. -Differentiate between appropriate and inappropriate touch, recognizing that touch should always respect a person's boundaries and safety. -Explain what "consent" means in everyday situations, understanding that permission must be given freely, clearly, and can be changed at any time.	-Identify the risks associated with socializing online, including communicating with strangers, sharing location data, and encountering hidden or false identities (catfishing). -Define what a "digital footprint" is and understand how online posts, images, and comments can be permanent and affect their reputation. -Explain the basic concept of cybercrime in an age-appropriate way, recognizing that actions like hacking someone's account,	-Explain the risks of UV health damage and describe how to stay safe in the sun using the "Slip, Slop, Slap, Seek, Slide" rule (sunscreen, hats, shade, sunglasses). -Understand the physical and mental benefits of regular exercise, including its impact on heart health, mood, and sleep patterns. -Explain the concept of SMART goals (Specific, Measurable, Achievable, Realistic, Time-bound) and how breaking a large goal down supports personal growth.	-Know what perception means and that perceptions can be right or wrong -Know how to correctly label the internal and external parts of male and female bodies that are necessary for making a baby -Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally -Know that sexual intercourse can lead to conception -Know that some people need help to

	-Select and apply a self-regulation tool independently when feeling overwhelmed, anxious, or distracted during school activities. -Design a personal "well-being plan" that incorporates daily habits to support their own mental and physical health. -Communicate effectively when they need support, identifying trusted adults or peers they can turn to when their self-regulation strategies aren't enough.	happening, recognizing that alongside serious environmental challenges, scientists, communities, and governments are actively working on solutions.	-Recognise that boundaries apply online too, such as asking before sharing a photo of a friend, tagging them, or joining their digital game space.	stealing virtual currency/gaming items, or sending anonymous threats are illegal. -Understand that online laws apply to children, and that bullying or harassing someone online has real-world legal and school consequences.	-Identify the correct emergency protocols for basic first aid, including how to make an effective 999 call and when someone needs to be placed in the recovery position.	conceive and might use IVF -Know that becoming a teenager involves various changes and also brings growing responsibility
Skills Procedural Knowledge 'I know how to'	-Explain the rights of individuals to be treated with respect, linking this directly to British values, human rights, and school community rules.	-Apply healthy media consumption habits, such as setting time limits on news consumption, choosing kid-friendly news sources, and taking offline breaks. -Use emotional self-regulation strategies when a news story triggers feelings of anxiety, helplessness, or fear.	-Communicate personal boundaries clearly and confidently, using verbal and non-verbal cues (e.g., saying "Please don't touch my hair, I don't like it" or stepping back). -Ask for, listen to, and respect other people's choices regarding permission,	-Apply privacy settings effectively on gaming platforms and apps to restrict who can see their profile, message them, or track their location. -Critically evaluate online requests, demonstrating the ability to reject friend requests, group invites, or links from	-Design and track a personal fitness or healthy habit goal over a set period, reflecting on progress and setbacks. -Demonstrate how to safely place an unresponsive, breathing casualty into the recovery position. -Apply basic first aid management for	-Can celebrate what they like about their own and others' self-image and body-image -Can suggest ways to boost self-esteem of self and others -Recognise that puberty is a natural process that happens to everybody and that it will be OK for them

		-Formulate a personal or classroom "action plan" to support the environment, transforming climate anxiety into positive, local action (e.g., recycling, energy saving, or wildlife support). -Communicate environmental concerns constructively, sharing feelings with trusted peers or adults rather than carrying worries alone.	accepting a "no" gracefully without sulking or pressuring them. -Apply a "safety script" if a boundary is crossed, which includes saying a firm "stop," removing themselves from the situation, and immediately telling a trusted adult. -Identify secrets that are safe to keep (like a surprise party) versus secrets that are unsafe and must be shared (anything that makes them feel uncomfortable, scared, or violated).	people they do not know in real life. -Use secure password habits and explain why sharing passwords, even with close friends, puts their digital safety at risk. -Report and block inappropriate behaviour or cybercrime attempts using in-app reporting tools, CEOP resources, or by immediately notifying a trusted adult.	common minor injuries, such as treating a minor burn with cool running water or managing a nosebleed correctly.	-Can ask questions about puberty to seek clarification -Can express how they feel about having a romantic relationship when they are an adult -Can express how they feel about having children when they are an adult -Can express how they feel about becoming a teenager -Can say who they can talk to if concerned about puberty or becoming a teenager/adult
Vocabulary	Stereotype, Prejudice, Discrimination, Generalisation, Discriminatory bullying, Casual disagreement, Extreme views, Biased, Human rights, British values	Exposure, Well-being, Digital overload, Media fatigue, Eco-anxiety, Empathetic, Sensationalised, Balanced reporting, Environmental, Self-regulation, Helplessness, Constructively	Personal boundaries, Privacy, Appropriate, Inappropriate, Consent, Permission, Verbal cues, Non-verbal cues, Safety script, Violated	Socialising online, Catfishing, Digital footprint, Permanent, Reputation, Cybercrime, Hacking, Virtual currency, Anonymous, Harassing, Consequences, Privacy settings, Restrict, Critically evaluate, CEOP	UV damage, UV radiation, Benefits, SMART goals, Specific, Measurable, Achievable, Realistic, Time-bound, Emergency protocols, First aid, Recovery position, Casualty, Minor injuries	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals,

						Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.
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