

Year 5/6 RSHE

Intent: To equip children with the information, skills and values they need to have safe, respectful and enjoyable relationships and empower them to take responsibility for their sexual health and well-being.

We seek to ensure our curriculum gives pupils the knowledge, skills, attitudes and values that will help them to:

- value their health, wellbeing and dignity
- build self-esteem and self-worth
- accept and value their personal and identity and the personal identities of others
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

Cycle A		
Our Wonderful World -terms 1 and 2	What An Adventure- terms 3 and 4	Awesome Achievements- terms 5 and 6
<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness -term 2 cycle</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) term 1 our wonderful world</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity. Term 2 cycle A survival snacks plus bread.</p> <p>H43. about what is meant by first aid; basic techniques</p>	<p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report</p>	<p>Computing plan:</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns -</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online - computing-</p> <p>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</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes -look at computing</p>

<p>for dealing with common injuries²-IMPS and junior active leaders</p>	<p>concerns and get support R21. about discrimination: what it means and how to challenge it KIVA???</p>	<p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²-IMPS and junior active leaders</p> <p>Sex Ed lessons: 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 H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>
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Cycle B		
All Change -terms 1 and 2	Lasting Landmarks- terms 3 and 4	Through the Eyes- terms 5 and 6
<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities term 1 all change</p> <p>L9. about stereotypes; how they can negatively</p>	<p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money</p>	<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement -Literacy ‘Street Child.’</p>

<p>influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R15. strategies for recognising and managing peer</p>	<p>safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>Computing plan:</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online - computing</p> <p>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</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes -look at computing</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²-IMPS and junior active leaders</p> <p>Sex Ed lessons:</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should</p>
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<p>influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary term 1 all change</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background -evolution and inheritance all about me.</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with- literacy Crime and Punishment</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²-IMPS and junior active leaders</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult -literacy ‘Boy in a girls bathroom’</p>		<p>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</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) -</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene -sex ed</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle. how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ -</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think</p>
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Not sure which term?

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking -art of brilliance

Science objectives- Sue please could you add these to the termly grid above?

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it -science

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.- science

RE curriculum:

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

Jayne and I felt the objective below is a constant:

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools-constant

