

SUBJECT:	RSHE	YEAR GROUP:	5
PURPOSE OF STUDY			
<p>RSHE should put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. In primary school, the focus should be on the characteristics of good physical health and mental wellbeing. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Pupils should also be taught. This about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.</p>			
THE NATIONAL CURRICULUM FOR RSHE AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<ul style="list-style-type: none"> • Know that families are important for children growing up because they can give love, security and stability. • Know that the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • Know the importance of self-respect and how this links to their own happiness. • Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 		<p>English speaking and listening opportunities during discussions and writing opportunities throughout. Science mixing water and glycerine. Art creating posters. ICT finding and copying and pasting images. English – speaking and listening, drama, reading, writing. Maths - money English – reading, writing, speaking and listening. Geography – compare cultures in other countries. Science – food groups PE – exercise. ICT – poster making. English - discussions ICT – online safety Science – growing and changing.</p>	

- Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- Know that people sometimes behave differently online, including by pretending to be someone they are not.
- Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Maths – measuring, graphs

TOPICS COVERED:

- Being me in my world
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

RSE EXPECTATIONS FOR END OF KS2:

Families and people who care for me:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 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.

Respectful Relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they're not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met.
- How information and data is shared and used online

Being Safe

- 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's 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/unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know.
- 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're heard.
- How to report concerns or abuse, and the vocabulary and confidence they need to do so.

Where to get advice (e.g. family, school, other sources)

INTENT OF SUBJECT:

- To develop self-awareness
- To develop an understanding of feelings and how other people's feelings can affect choices and behaviour.
- To develop an understanding of rights and responsibilities and make plans for the upcoming year.
- Pupils will develop a greater understanding of the world around them, with a focus on different cultures and religions.
- Pupils will develop a greater understanding of bullying and how to get support.
- Pupils will develop an understanding of what the term 'racism' means.
- Pupils will look at goals from around the world.
- Pupils will look at money around the world.
- Pupils will look at supporting others in our world.
- Pupils will look at mental and physical health.
- Pupils will learn about the effects of drugs and alcohol.
- Pupils will look at making healthy choices.
- Pupils will look at how to look after themselves and keeping safe.
- Pupils will look at how they and others are changing, new opportunities and responsibilities.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE

- I can communicate some things I want to achieve this year.
- I can take responsibility for my behaviour in school.
- I can reflect on my progress each day.
- I can be a positive member of my class.

AUTUMN TWO

- I can explain the differences between direct and indirect types of bullying.
- I know some ways to encourage children who use bullying behaviours to make other choices.
- I know how to support children who are being bullied.

	<ul style="list-style-type: none"> I can explain what is meant by the term Racism and give examples.
SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> I can describe the dreams and goals of a young person in a culture different from mine. I can reflect on how these relate and can be different to my own dreams and goals. 	<ul style="list-style-type: none"> I can describe what is meant by physical and mental health, how these things are interlinks and strategies to maintain both a physical and mental wellbeing. I can describe the different roles food can play in people's lives. I can explain how people can develop eating problems (disorders) relating to body image pressures. I respect, understand, and value my own body.
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> I can talk about Marriage. What this represents and that it can be between inter or same sex couples. I can talk about places I can go for help if I am feeling worried about things at home or within my family. I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. 	<ul style="list-style-type: none"> I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty. I can describe appropriate and inappropriate behaviours and demonstrate an understanding of my right to protect my own body from harm.