

<b>SUBJECT:</b>	RSHE	<b>YEAR GROUP:</b>	6
<b>PURPOSE OF STUDY</b>			
<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>			
<b>THE NATIONAL CURRICULUM FOR RSHE AIMS TO ENSURE THAT ALL PUPILS:</b>		<b>NATIONAL CURRICULUM LINKS</b>	
<ul style="list-style-type: none"> <li>• Can recognise how relationships are making them feel.</li> <li>• Safe and happy relationships</li> <li>• The importance of respecting others, even when they are very different from them.</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>		<p>Cross Curricular links:</p> <ul style="list-style-type: none"> <li>• Geography – comparison to other countries</li> <li>• History – changes over time and impact on modern day life</li> <li>• Science – human body and healthy lifestyles.</li> <li>• English – speaking and listening skills, writing for a range of purposes.</li> </ul>	

- What sorts of boundaries are appropriate in friendships with peers and others
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- The benefits of physical exercise
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- The characteristics and mental and physical benefits of an active lifestyle.
- The risks associated with an inactive lifestyle
- What constitutes a healthy diet (
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle

#### TOPICS COVERED:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

#### RSHE 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:

Within RSHE, Pupils will develop an awareness of their own rights and responsibilities within society as well as learning about the British Values and the parliament and government within the UK. Pupils will develop skills to identify their own goals and goals they can work towards as part of a group, identifying their own motivations and how to achieve these. Pupils will develop an understanding of disabilities, bullying and inclusion, reflecting on historical events and their own lives, taking steps to ensure they are inclusive towards others. Pupils will develop more awareness of their own and other people's feelings, with links to mental health, and identify ways they can support their own and other people's mental health. Pupils will develop an understanding of healthy lifestyles and the importance of this, including developing awareness of the effects of substances. Pupils will develop understanding of relationships through learning about healthy relationships, loss and grief. Pupils will also develop understanding of body image, the influences that can affect this, their own view of themselves and how things seen online are not always reality. Pupils will reflect on changes that occur throughout life and things about their own feelings, experiences and plans for their lives.

### SKILLS OVERVIEW BY HALF TERM:

#### AUTUMN ONE

- Can reflect on own progress.
- Can be a positive member of the class.
- Work positively with others.
- Explain what British Values are

#### AUTUMN TWO

- Can explain ways in which difference can be a source of conflict or a cause for celebration.
- Can show empathy.
- Understand everyone is unique.

<ul style="list-style-type: none"> <li>• Explain how I feel about living in a democratic state.</li> <li>• Identify goals</li> <li>• Understand universal rights.</li> <li>• Understand reward and consequence.</li> <li>• Can speak about a world without judgement and what this means.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain differing views people may have.</li> <li>• Understand and explain vocabulary and use this appropriately.</li> <li>• Show awareness of other people's lives.</li> <li>• Show respect to other people and their lives.</li> <li>• Speaking and listening skills through discussions.</li> </ul>
<b>SPRING ONE</b>	<b>SPRING TWO</b>
<ul style="list-style-type: none"> <li>• Can describe some ways in which I can work with other people to help make the world a better place.</li> <li>• I can identify why I am motivated to do this.</li> <li>• Complete activities that will make a difference to other people.</li> <li>• Identify goals.</li> <li>• Identify successes.</li> <li>• Recognise achievements.</li> <li>• Motivate myself and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify responsible use and misuse of different substances.</li> <li>• can tell you how I feel about different topics.</li> <li>• Can explain feelings about different topics.</li> <li>• Share links to my own life</li> <li>• Identify areas for improvement in own life.</li> <li>• Speaking and listening skills</li> <li>• Awareness of own emotions</li> <li>• Research online safely</li> <li>• Use different strategies to explore ideas and feelings.</li> </ul>
<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
<ul style="list-style-type: none"> <li>• Identify what is happening in different situations.</li> <li>• Identify when people are trying to gain power or control.</li> <li>• Identify how I could stand up for myself and my friends in situations.</li> <li>• Speaking and listening skills through discussion.</li> <li>• Awareness of own and other people's feelings.</li> <li>• Explain subject specific vocabulary.</li> <li>• Use subject specific vocabulary accurately.</li> <li>• Reflection skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain stages of life.</li> <li>• Recognise own feelings.</li> <li>• Express own feelings.</li> <li>• Group work</li> <li>• Discussion</li> <li>• Explain subject specific vocabulary.</li> <li>• Use subject specific vocabulary accurately.</li> <li>• Explain how topic relates to own life.</li> </ul>