

## RSHE Curriculum 2023/24 – Years 5 & 6

	Autumn 1	Autumn 2
Topic	<b>Families and Friendships. Safe Relationships</b> Children will learn about managing friendships and peer influence, and consent.	<b>Respecting Ourselves and Others. Belonging to a Community.</b> Children will learn how to respond respectfully to others. They will learn about discrimination. They will learn how to have compassion towards others and the environment.
Knowledge	<ul style="list-style-type: none"> <li>• Know what makes a healthy friendship and how they make people feel included.</li> <li>• Know strategies to help someone feel included.</li> <li>• Know about peer influence and how it can make people feel or behave, inc online.</li> <li>• Know strategies to manage peer influence and the need for peer approval (eg) exit strategies, assertive communication.</li> <li>• Know that it is common for friendships to experience challenges.</li> <li>• Know strategies to positively resolve disputes and reconcile differences in friendships.</li> <li>• Know that friendships can change over time and the benefits of having new and different types of friends (discuss transition to Secondary School)</li> <li>• Know how to recognise if a friendship is making them feel unsafe, worried or uncomfortable and how to seek support for this.</li> <li>• Know what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</li> <li>• Know how to ask for, give and not give permission for physical contact.</li> <li>• Know the term consent.</li> <li>• Know how it feels in a person's mind and body when they are uncomfortable.</li> <li>• Know that is never their fault if they have experienced unacceptable contact.</li> <li>• Know how to respond to unwanted or unacceptable physical contact.</li> <li>• Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.</li> <li>• Know who to tell if they are concerned about unwanted physical contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the protected characteristics in the UK; disability, race, age, gender, religion, sexuality, marriage and civil partnership, pregnancy and maternity, gender reassignment and that everyone in these groups should be treated equally.</li> <li>• Know why it is important to listen and respond respectfully to a wide range of people, inc those whose beliefs, traditions and lifestyle are different to their own.</li> <li>• Know what discrimination means.</li> <li>• Know about different types of discrimination (eg) racism, sexism, homophobia.</li> <li>• Know how to identify discrimination of groups or individuals online (eg) trolling and harassment.</li> <li>• Know the impact of discrimination on individuals, groups and the wider society.</li> <li>• Know ways to safely challenge discrimination.</li> <li>• Know how to report discrimination online.</li> <li>• Know about compassion towards others, showing compassion for the environment, animals and other living things.</li> <li>• Know about the importance of protecting the environment and how everyday actions can either support or damage it (inc). vandalism, littering</li> <li>• Know about their own responsibility towards protecting the environment (link with their growing independence in the wider world).</li> </ul>
Vocab	<i>Peer influence, exit strategies, peer approval, assertive communication, challenges, consent.</i>	<i>Racism, sexism, homophobia, discrimination, victim, protected characteristics, harassment, compassion, independence.</i>



## RSHE Curriculum 2023/24 – Years 5 & 6

	Spring 1	Spring 2
Topic	<b>Keeping Safe. Media Literacy and Digital Resilience.</b> Children will learn about how to keep personal information safe. Children will learn about legal and illegal drugs.	<b>Money and Work.</b> Children will learn about the influences and attitudes to money, and financial risks.
Knowledge	<ul style="list-style-type: none"> <li>• Know how to protect personal information online, and how it could be misused.</li> <li>• Know strategies for dealing with requests for personal information or images of themselves.</li> <li>• Know how to identify types of images that are appropriate to share with others and those which might not be appropriate.</li> <li>• Know that images or text can be quickly shared with others, even when sent to one person, and what the impact of this might be.</li> <li>• Know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others.</li> <li>• Know how to report the misuse of personal information or sharing of upsetting content/images online.</li> <li>• Know about different age rating systems for social media, and online gaming.</li> <li>• Know the impact drugs and alcohol can have on the circulatory system.</li> <li>• Know about the laws relating to drugs common to everyday life and illegal drugs.</li> <li>• Know about the organisations where people can get help and support concerning drug use.</li> <li>• Know about mixed messages in the media relating to drugs use and how they might influence opinions and decisions, particularly alcohol.</li> <li>• Know how to manage risk with legal and illegal drugs (eg) impact on their health, addiction, laws surrounding drugs, illegal to own, use or give drugs to others in some cases.</li> <li>• Know that some people choose to use drugs and some people do not and how peer pressure or influence can play a part in this, and the strategies for managing this.</li> <li>• Know the names of illegal drugs, cocaine, MDMA (ecstasy), speed (amphetamines), cannabis (weed) and include any the children mention in the baseline assessment (pre-teaching).</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know that people have different attitudes towards money depending on their personal situation (eg) job, lifestyle, poverty.</li> <li>• Know what influences decisions about how money is spent. (eg) social media influences, advertising, peer pressure, jealousy, desire to want something, save for something.</li> <li>• Know about value for money and how to judge if something is value for money.</li> <li>• Know how companies encourage customers to buy thing and why it is important to be a critical consumer.</li> <li>• Know how having or not having money can impact on a person's emotions, health and wellbeing.</li> <li>• Know about common risks associated with money, including debt, fraud and gambling.</li> <li>• Know how money can be gained or lost (eg) stolen through scams, gambling and how these put people at financial risk.</li> <li>• Know how to get help if they are concerned about gambling or other financial risks.</li> </ul>
Vocab	<i>Legal, illegal, prescribed, heart, arteries, veins, circulatory system, substances, peer influence, peer pressure,</i>	<i>Finances, critical consumer, debt, fraud, gambling, financial risk, scams.</i>



## RSHE Curriculum 2023/24 – Years 5 & 6

	Summer 1	Summer 2
Topic	<b>Physical Health and Mental Wellbeing.</b> Children will learn about healthy sleep habits, sun safety, medicines, vaccinations and allergies and the importance of mental wellbeing.	<b>Growing and Changing.</b> <b>Year 5</b> children will learn about personal identity recognising individuality and different qualities and mental wellbeing. <b>Year 6</b> children will learn about human reproduction and birth, increasing independence and managing transitions.
Knowledge	<ul style="list-style-type: none"> <li>• Know about the physical benefits of being outdoors. (exercise, agility, stamina, reduces stress levels, bone and muscle fitness.)</li> <li>• Know how to manage risk in relation to sun exposure, inc skin damage and heat stroke and their responsibilities as they get older and more independent.</li> <li>• Know how medicines can contribute to health (eg) inhalers and asthma, some people needing medication to enable them to be physically well.</li> <li>• Know that some diseases can be prevented by vaccinations and immunisations (eg) the routine of vaccination procedures and the reason why people have them.</li> <li>• Know that we have a duty of care to prevent the spread of bacteria and viruses with everyday hygiene routines (link to independence and growing up)</li> <li>• Know that mental health is just as important as physical health and that both need looking after, and that mental ill health can affect anybody.</li> <li>• Know that loneliness, or negative experiences such as poor friendships can affect wellbeing.</li> <li>• Know that it is normal to experiences mixed or conflicting feelings.</li> <li>• Know some positive strategies for managing feelings.</li> <li>• Know that feelings are a passing phase, and if negative feelings stay for a long time help and support should be sought.</li> <li>• Know about the mental health benefits of being outdoors. (friendships/social life, independence, improved concentration, positive behaviours)</li> <li>• Know that sleep contributes to a healthy lifestyle and the strategies used to maintain healthy sleep habits (eg) avoid caffeine, establishing a bedtime routine, devices off 1 hour before bed, breathing techniques.</li> <li>• Know that balancing time online with other activities helps to maintain their health and wellbeing.</li> <li>• Know what to do and whom to tell if they are frightened or worried about something they may have seen online, that may be affecting sleep or wellbeing.</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>• Know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.</li> <li>• Know that for some people their gender identity does not correspond with their biological sex.</li> <li>• Know how to recognise, respect and express their individuality and personal qualities.</li> <li>• Know ways to boost their mood and improve emotional wellbeing.</li> <li>• Know about the link between participating in interests, hobbies and community groups and wellbeing.</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>• Know about how to recognise some of the changes as they grow up e.g. increasing independence.</li> <li>• Know about being independent might be like e.g. including how it may feel.</li> <li>• Know about the transition to secondary school and how this might feel.</li> <li>• Know about how relationships may change as they grow up or move to secondary school; inc romantic.</li> <li>• Know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school.</li> <li>• Know how to identify the links between love, committed relationships and conception.</li> <li>• Know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.</li> <li>• Know how pregnancy occurs, e.g. when a sperm meets an egg and the fertilised egg settles into lining of the womb.</li> <li>• Know that pregnancy can prevented with contraception.</li> <li>• Know that the responsibilities of being a parent or carer and how having a baby changes someone's life.</li> </ul>
Vocab	<i>Mental ill-health, mental wellbeing, disease, vaccination, immunisation, bacteria.</i>	Identity, biological, relationships, transition, conception, consent, sexual intercourse, pregnancy, sperm, egg, womb, contraception, clitoris, urethra, vagina, vulva, uterus, cervix, ovary, fallopian tubes, erection, ejaculation, semen, wet dream



# RSHE Curriculum 2024/25 – Years 5 & 6

	Autumn 1	Autumn 2
Topic	<b>Families and Friendships. Safe Relationships</b> Children will learn about loving relationships including marriage and civil partnership.	<b>Respecting Ourselves and Others. Belonging to a Community.</b> Children will learn how to respond respectfully to others. They will learn about prejudice, and how to challenge stereotypes.
Knowledge	<ul style="list-style-type: none"> <li>• Know what it means to be attracted to someone and different kinds of loving relationships.</li> <li>• Know that people who love each other can be of any gender, ethnicity or faith.</li> <li>• Know the difference between gender identity and sexual orientation, and everyone's right to be loved.</li> <li>• Know about the qualities of healthy relationships that help individuals flourish.</li> <li>• Know ways in which couples show their love and commitment to one another, inc those who are not married, or live apart.</li> <li>• Know what marriage and civil partnership mean.</li> <li>• Know that people have the right to choose whom they marry or whether to get married.</li> <li>• Know that to force anyone into marriage is illegal.</li> <li>• Know how and where to report forced marriage or ask for help if they are worried.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the link between values and behaviours. (eg) school values and how this links to behaviours in school/policy.</li> <li>• Know how to be a positive role model. (eg) School Council, JLT</li> <li>• Know how to discuss things respectfully.</li> <li>• Know how to listen to and respect others points of view.</li> <li>• Know how to manage conflict or disagreements.</li> <li>• Know what prejudice means.</li> <li>• Know the difference between prejudice and discrimination.</li> <li>• Know how to recognise acts of discrimination.</li> <li>• Know how to recognise stereotypes in different contexts. (eg) Muslims, women, black people.</li> <li>• Know how stereotypes influence the attitudes and understanding of different groups.</li> <li>• Know how stereotypes are perpetuated and how to challenge this. (eg) extremism, terrorism, EDL inciting violence and hatred over groups of people.</li> </ul>
Vocab	<i>Gender identity, sexual orientation, civil partnership, marriage,</i>	<i>Prejudice, discrimination, stereotypes, extremism,</i>



## RSHE Curriculum 2024/25 – Years 5 & 6

	Spring 1	Spring 2
Topic	<b>Staying Safe</b> Children will learn how to keep safe in different situations, including responding in emergencies.	<b>Money and Work</b> Children will learn about job interests and aspirations, what influences career choices and workplace stereotypes.
Knowledge	<ul style="list-style-type: none"> <li>• Know when situations become risky (eg) dangerous behaviours, alcohol, cigarettes, 'wrong crowd.'</li> <li>• Know when situations become unsafe. (eg) feeling uncomfortable. Children need to know exit strategies.</li> <li>• Know when situations need an emergency. (eg) someone is hurt.</li> <li>• Know when they need to take responsibility for their own safety. (eg) Secondary School transition increasing independence, phones, bus rides, pocket money.</li> <li>• Know the difference between positive risk taking (trying a new sport) and dangerous behaviour.</li> <li>• Know how to deal with common injuries using basic first aid techniques.</li> <li>• Know how to respond in an emergency, including when and how to contact different emergency services and what to say.</li> <li>• Know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.</li> <li>• Know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.</li> <li>• Know the stop, drop, roll rule if clothing catches fire.</li> <li>• Know the risks associated with challenges and dares.</li> </ul>	<ul style="list-style-type: none"> <li>• Know jobs that they might like to do in the future and the skills needed to achieve this goal.</li> <li>• Know about the role ambition can play in achieving a future career.</li> <li>• Know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths, qualities, family and values.</li> <li>• Know about the importance of diversity and inclusion to promote people's career opportunities.</li> <li>• Know about stereotyping in the workplace, its impact and how to challenge it.</li> <li>• Know that there is a variety of routes into work, e.g. college, apprenticeships, university, training.</li> </ul>
Vocab	<i>Shared responsibility, exit strategies, First Aid, positive risk taking, dangerous behaviour.</i>	<i>Opportunity, college, apprenticeship, university, training, diversity, inclusion, ambition.</i>



# RSHE Curriculum 2024/25 – Years 5 & 6

	Summer 1	Summer 2
Topic	<b>Physical Health and Mental Health</b> Children will learn what affects mental health and ways to take care of it and how to manage change, loss and bereavement.	<b>Growing and Changing</b> <b>Year 5</b> children will learn about personal identity recognising individuality and different qualities and mental wellbeing. <b>Year 6</b> children will learn about human reproduction and birth, increasing independence and managing transitions.
Knowledge	<ul style="list-style-type: none"> <li>Know that mental health is just as important as physical health and that both need looking after.</li> <li>Know that anyone can be affected by mental ill health.</li> <li>Know that difficulties can be resolved by helping each other.</li> <li>Know how negative experiences such as being bullied can affect mental health.</li> <li>Know positive strategies for managing feelings.</li> <li>Know that there are situations when someone may experience mixed or conflicting feelings.</li> <li>Know how to recognise that if someone experiences feelings that are not so good, most or all of the time, that help is available.</li> <li>Know where they and others can ask for help and support with mental wellbeing in and outside school.</li> <li>Know the importance of asking for support from a trusted adult.</li> <li>Know about changes that can occur in life, including death and how these can cause conflicting feelings.</li> <li>Know that changes can mean people experience feelings of loss or grief.</li> <li>Know about the process of grieving and how grief can be expressed.</li> <li>Know about strategies that can help someone cope with the feelings associated with change or loss.</li> <li>Know how to ask for help and support with loss, grief or other aspects of change.</li> <li>Know how balancing time online with other activities helps to maintain their health and wellbeing.</li> <li>Know strategies to manage time spent online and foster positive habits.</li> <li>Know what to do and whom to tell if they are frightened or worried about something they have seen online.</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>Know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.</li> <li>Know that for some people their gender identity does not correspond with their biological sex.</li> <li>Know how to recognise, respect and express their individuality and personal qualities.</li> <li>Know ways to boost their mood and improve emotional wellbeing.</li> <li>Know about the link between participating in interests, hobbies and community groups and wellbeing.</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>Know about how to recognise some of the changes as they grow up e.g. increasing independence.</li> <li>Know about being independent might be like e.g. including how it may feel.</li> <li>Know about the transition to secondary school and how this might feel.</li> <li>Know about how relationships may change as they grow up or move to high school.</li> <li>Know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school.</li> <li>Know how to identify the links between love, committed relationships and conception.</li> <li>Know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.</li> <li>Know how pregnancy occurs, e.g. when a sperm meets an egg and the fertilised egg settles into lining of the womb.</li> <li>Know that pregnancy can be prevented with contraception.</li> <li>Know that the responsibilities of being a parent or carer and how having a baby changes someone's life.</li> </ul>
Vocab	Mental ill health, difficulties, conflicting feelings, support, mental wellbeing, change, loss, grief, strategies.	Identity, biological, independence, relationships, transition, conception, consent, sexual intercourse, pregnancy, sperm, egg, womb, contraception, clitoris, urethra, vagina, vulva, anus, uterus, cervix, ovary, fallopian tubes, erection, ejaculation, semen, wet dream

