



## PSHE and RHE – Class Curriculum Plan Whole School 2021-2022

### Intent

At Castle View Primary School, our aim is to build a PSHE and RHE curriculum that prepares the children for the opportunities, responsibilities and experiences for later life. We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives in order to become informed, active and responsible citizens. We recognise that it can play a central part in the life of our school and can contribute to developing confident and successful learners. In today's increasingly complex world, our pupils are faced with many exciting opportunities but also risks and challenges. At Castle View, we want our children and young people to know how to be safe and manage their personal and academic lives in a positive way.

### EYFS

<p><b>Personal, social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>To understand what they are good at.</li> <li>To express their feelings.</li> <li>To consider how others feel.</li> <li>To show resilience when they struggle to do something.</li> <li>To know that we can hurt people with what we do say.</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>To talk about their family.</li> <li>To name and describe people they know.</li> <li>To know that people have different beliefs and celebrate special times in different ways (Diwali). <b>RE links.</b></li> </ul>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>To know why we need to wash our hands.</li> <li>To know that we need to brush our teeth twice a day.</li> <li>To know some healthy foods.</li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>To know what a stranger is</li> <li>To know that we must not talk to strangers.</li> <li>To know how to stay safe on the pavement.</li> </ul>
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### Key Vocabulary

Feelings, happy, sad, struggle, good	Family, friends, different, special	Fruit, vegetables, wash, clean, healthy	Stranger, safe, pavement, road
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### Sticky knowledge

When we feel sad, we should talk about it. I am feeling ____	In my family there is...	We need to wash our hands after the toilet. _____ is healthy.	I am never to go talk to a stranger.
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### Year 1 Retrieval

<ul style="list-style-type: none"> <li>To know basic feelings (happy, sad).</li> </ul>	<ul style="list-style-type: none"> <li>Who is in their family?</li> </ul>	<ul style="list-style-type: none"> <li>To know that we need to wash the germs off our hands before we eat and after the toilet.</li> </ul>	<ul style="list-style-type: none"> <li>Basic knowledge of what a stranger is.</li> </ul>
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### Character and value

<ul style="list-style-type: none"> <li>Celebrating victories/pride – being proud of what they are good at.</li> </ul>	<ul style="list-style-type: none"> <li>Manners – being polite towards how other people celebrate things differently.</li> </ul>	<ul style="list-style-type: none"> <li>Pride in appearance and self – hygiene.</li> </ul>	
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# Year 1

## Relationships

### Families and friendships

- To know about people who care for them and the roles they play, e.g. parents, siblings, grandparents, relatives, friends, teachers
- To know what it means to be a family and how families are different
- To know about the importance of telling someone if they are worried about something in their family.

Links to guided reading – characters feelings and how we know

### Safe relationships:

- To know about what it means to keep something private, including parts of the body that are private (The PANTS rule)
- To identify types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches).
- To know how to touch and that they must ask for/give permission

### Respecting ourselves and others

- To know what kind and unkind behaviour is and how it can make people feel
- To know what respect means
- To know about class rules, being polite to others, sharing and taking turns.

Links to guided reading – characters behaviour in a story

## Living in the Wider World

### Belonging to a community

- To know about rules in different situations
- To know that different people have different needs.
- To know how we care for people, animals and other things.
- To know how they can look after the environment, e.g. recycling

Links to RE – belonging to a community/culture

Links to Science (animals and plants)

### Media literacy and Digital resilience:

- To know how and why people use the internet.
- To know the benefits of using the internet and digital devices.
- To know how people find things out and communicate safely with others online.

Links with computing/using the internet

### Money and work

- To know that everyone has different strengths, in and out of school.
- To know about different jobs and how we earn money.

## Health and Well-being

### Physical health and Mental wellbeing:

- To know what it means to be healthy
- To know about basic hygiene routines
- To know about healthy and unhealthy foods.
- To know about people who can help them to stay healthy
- To know how to keep safe in the sun

Links to PE – benefits of exercise/keeping healthy

### Growing and changing

- To recognise what makes them special and unique
- To know how to manage when finding things difficult
- To know how they are the same and different to others
- To know about different kinds of feelings
- To know how to recognise their feelings

### Keeping Safe

- To know how rules can help to keep us safe
- To know why some things have age restrictions, e.g. TV and film, games, toys or play areas
- To know how to keep safe online
- To know what a stranger is and that we must not talk to or go with a stranger.
- To know who to tell if they see something online that makes them feel unhappy, worried, or scared

Links with computing/E-safety

## Key Vocabulary

Feelings, secrets, afraid, similar, different, polite, respect,

Rules, strength, environment, spend, earn, work

Diet, exercise, rest, clean, goals, help.



<p><b>Sticky Knowledge</b></p>	<ul style="list-style-type: none"> <li>In my family there is...</li> <li>If a secret makes you feel bad, you shouldn't keep it.</li> <li>Feelings that we might feel are happy, sad, angry, excited.</li> </ul>	<ul style="list-style-type: none"> <li>We follow the rules to keep everybody safe.</li> <li>Everybody is unique (different) but we are all equal.</li> <li>You can earn money when you go to work.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep my body healthy by... (naming one - eating healthily, exercise, rest.</li> <li>I can ask my teachers, friends or my family for help if I need it.</li> <li>A feeling is how we feel inside and how our body acts to something.</li> <li>I must never go with or speak to a stranger.</li> </ul>
<p><b>Character and values</b></p>	<p>Teamwork and cooperation – part of their family, working together to have a positive family relationship.</p>	<p>Routine and structure – following rules Teamwork/cooperation – working together to create a positive environment</p>	<p>Celebrating victories – Recognising their strengths and what makes them unique</p>
<p><b>Year 2 Retrieval</b></p>	<p>To know what a family is. Families can differ. Types of touch.</p>	<p>Basic understanding of how to look after the environment. Basic understanding of why people use the internet. Some people go to work to get money.</p>	<p>Basic knowledge of what it means to be healthy. Basic knowledge of how we are the same and different to others.</p>
<p><b>Year 2</b></p>	<p><b>Relationships</b> <u>Families and friendships</u></p> <ul style="list-style-type: none"> <li>To know how to be a good friend and how we make friends</li> <li>To know what causes arguments between friends and how to positively resolve these</li> <li>To know how to recognise in themselves and others and how to get/give help.</li> </ul> <p>Links to guided reading – characters feelings and how to solve them</p> <p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> <li>To know what bullying is and different types of bullying</li> <li>To know about what it means to keep something private, including parts of the body that are private (The PANTS rule)</li> </ul>	<p><b>Living in the Wider World</b> <u>Belonging to a community:</u></p> <ul style="list-style-type: none"> <li>To be aware of groups that they are part of, and the role they play e.g. class, sports groups</li> <li>To know about the rights and responsibilities they have in school and the wider community.</li> <li>To know they can help people from different groups to feel included.</li> <li>To recognise that they are all equal, and how they are the same and different to others</li> </ul> <p>Links to RE – belonging to a community</p> <p><u>Media literacy and Digital resilience</u></p> <ul style="list-style-type: none"> <li>To know how people can access the internet e.g. phones, tablets, computers</li> <li>To know why we use the internet</li> </ul>	<p><b>Health and Wellbeing</b> <u>Physical health and mental wellbeing:</u></p> <ul style="list-style-type: none"> <li>To know why sleep and rest are important for keeping healthy</li> <li>To know that medicines can help people stay healthy</li> <li>To know the importance brushing teeth and going to the dentist</li> <li>To know how to describe and share a range of feelings</li> <li>To understand ways to help them feel good, calm down or change their mood</li> <li>To be aware of how to manage big feelings including change, loss and bereavement and how to ask for help.</li> </ul> <p>Links to science – hygiene routines (Animals inc. humans)</p> <p><u>Growing and changing:</u></p>



	<ul style="list-style-type: none"> <li>To know about the difference between happy surprises and secrets that make them feel uncomfortable and how to get help</li> <li>To know how to resist pressure to do something that feels uncomfortable</li> <li>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p><b><u>Respecting ourselves and others</u></b></p> <ul style="list-style-type: none"> <li>To know what they have in common/how they differ from others</li> <li>To know how to play and work cooperatively in different groups and situations</li> <li>To know how to share their ideas and listen to others</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>To know that information online might not always be true</li> </ul> <p>Links to computing – Online safety</p> <p><u>Money and work</u></p> <ul style="list-style-type: none"> <li>To know what money is and its different forms</li> <li>To know how money can be kept and looked after</li> <li>To understand that people are paid money for the job they do</li> <li>To know how to recognise the difference between needs and wants</li> </ul> <p>Links to maths – money</p>	<ul style="list-style-type: none"> <li>To know about the human life cycle and how people grow from young to old</li> <li>To identify and name the main parts of the body including external genitalia (e.g. vagina, penis)</li> <li>To prepare to move to a new class and setting goals for next year</li> </ul> <p>Links to History – Old to new</p> <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> <li>To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>To know how to get help in an emergency, including how to dial 999 and what to say</li> </ul> <p>Safety Central trip</p>
<p><b>Key Vocabulary</b></p>	<p>Arguments, fair/unfair, surprise, discussion, sharing, similarities, differences, touch, acceptable/unacceptable, bullying, uncomfortable, privacy, respect</p>	<p>Responsibilities, needs, community, saving, individual, unique, help, emergency.</p>	<p>Health, wellbeing, physical activity, hygiene, achievements, strengths, penis, vagina, gender, safety, hazard, emergency, angry, nervous anxious</p>
<p><b>Sticky Knowledge</b></p>	<ul style="list-style-type: none"> <li>Bullying is... (repeatedly being mean to the same person on purpose).</li> <li>We need to say no to something if we don't feel safe/comfortable.</li> <li>Boys and girls can like the same things.</li> </ul>	<ul style="list-style-type: none"> <li>I belong to my ___ community.</li> <li>We should make everybody feel included.</li> <li>Not everything on the internet is real.</li> </ul>	<ul style="list-style-type: none"> <li>A vagina is a girl's private area.</li> <li>A penis is a boy's private area.</li> <li>You call 999 in a serious emergency.</li> </ul>
<p><b>Character and values</b></p>	<p>Teamwork – working together to keep the peace within friendship groups. Respect – Ensuring that we show respect to others.</p>	<p>Thoughtfulness – thinking about others that are alone/may not feel included and helping them.</p>	<p>Adaptability – learning how to act and adapt thinking in different situations. Routine and structure – To know the importance of following a good routing for health (bedtimes etc)</p>
<p><b>Y3/4 Retrieval</b></p>	<p>Basic understanding that families can differ. Parts of their body that should stay private. To understand the importance of listening to others.</p>	<p>To know which communities they belong to. Not everything online is as it seems. Different forms of money.</p>	<p>To know what is important to keep us healthy. To know the proper names for their private parts. To know how to get help in an emergency.</p>



## Year 3/4

### **Relationships**

#### Families and friendships

- To recognise and respect that there are different types of families.
- To know the positive aspects of being part of a family, such as spending time together and caring for each other
- To know what to do if family relationships are making them feel unhappy or unsafe
- To know that knowing someone online is different from knowing someone face to face.
- To know what to do if they are worried about any contact online.

#### Safe Relationships

- To know what is appropriate to share with friends and social groups including online.
- To know about what privacy and personal boundaries are.
- To know the difference between playful teasing and bullying.
- To know what to do if they witness or experience hurtful behaviour.
- To know when it is right/wrong to keep a secret.

#### Respecting ourselves and others

- To model respectful behaviour
- To understand the importance of self-respect and their right to be treated respectfully by others
- To know the ways in which people show respect and courtesy in different cultures and in wider society
- To recognise differences between people such as gender, race, faith
- To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations

### **Belonging to a community**

- To know the importance of abiding by the law and what might happen if laws are broken.
- To know everybody has human rights (inc. children).
- To recognise the communities they belong to
- To know about people that help the local community (Four estates)
- To know how to show compassion to people in need

**RE links – being part of a community and supporting their community**

#### Media literacy and digital resilience

- To know that the internet can be used positively for leisure, for school and for work
- To evaluate whether a game/website is appropriate for their age-group
- To know how to report something online
- To be aware that everything shared online has a digital footprint
- To recognise what online adverts look like
- To be aware that organisations can use personal information to encourage people to buy things

**Computing links – Online safety, internet use**

#### Money and work

- To know that people can have more than one job at once or over their lifetime
- To know about the skills needed to do a job, such as teamwork and decision-making
- To recognise their interests, skills and achievements and how these might link to future jobs

### **Physical Health and Mental Wellbeing**

- To know that our daily choices can affect our health (e.g. in relation to food, sleep, exercise)
- To know that habits (in relation to health) can be maintained, changed or stopped
- To understand what good physical health means.
- To know how to maintain oral hygiene and dental health.
- To know that exercise has a positive effect on mental and physical health
- To be aware of and know how people may express their feelings e.g. words, actions, body language

**PE links – Importance of exercise**

**Science links – healthy foods and dental hygiene**

**DT links – healthy food and nutrition.**

#### Growing and changing

- To recognise their achievements and set personal targets for the future.
- To know that everyone is unique and has valuable contributions to make
- To be aware of strategies to manage setbacks.
- To know how our bodies change as we grow up (grey hair, posture, wrinkles)
- To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

#### Keeping safe:

- To know the importance of rules for health and safety.
- To know how to help keep themselves safe in the local environment e.g. road, water, firework safety
- To know how to respond in an emergency and how to contact different emergency services



		<ul style="list-style-type: none"> <li>To set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<ul style="list-style-type: none"> <li>To know the importance of using medicines and household products safely</li> <li>To know that drugs common to everyday life can affect health and wellbeing (e.g. cigarettes, vaping, alcohol and medicines)</li> </ul>
<b>Key Vocabulary</b>	Confidential, keeping a secret, dares, acceptable/unacceptable, physical contact, disputes, conflict, respond,	Law, human rights, local, compassion, age restriction, parental guidance, achievements	Balanced diet, healthy lifestyle, aspirations, media, fantasy, reality, habits, drugs, tobacco
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>People online may not always be who you think.</li> <li>We should show respect to everybody. We are all equal.</li> <li>Physical contact means touching. Some touch is acceptable. Some touch is not.</li> <li>There are lots of people living in the UK that are from different countries and they have their own cultural traditions.</li> </ul>	<ul style="list-style-type: none"> <li>If you break the law, you will get in trouble with the police.</li> <li>Things shared online have a digital footprint and can be out there forever.</li> <li>My achievements are...</li> </ul>	<ul style="list-style-type: none"> <li>A balanced lifestyle is having a balanced diet, exercise and rest to keep you healthy and well.</li> <li>You should talk to a teacher or trusted adult if you feel unsafe at school.</li> <li>Cigarettes and alcohol can have a negative affect on health because they can cause diseases.</li> <li>A habit is an action that you do a lot and it is hard to stop.</li> </ul>
<b>Character and values</b>	<p>Respect – To show respect to families that are different from their family.</p> <p>Acceptance – understanding that others are different and accepting differences.</p>	<p>Pride in work – Knowing what they want to be when they're older and showing pride in the path they need to take.</p> <p>Empathy – showing compassion and empathy to people in need.</p>	<p>Responsibility – pride in self. Making the right lifestyle choices.</p> <p>Resilience – willingness to try – thinking of the future, setting goals and targets.</p>
<b>Year 4/5 Retrieval</b>	<p>To know what privacy and their personal boundaries are.</p> <p>To know that we must respect people from other cultures and their differences.</p> <p>To know what bullying is and the difference between playful teasing.</p>	<p>You can get in trouble with the police if you break the law.</p> <p>The four estates group has a foodbank that helps people in our community.</p> <p>People may have more than one job over the years.</p>	<p>The choices that we make each day can affect our health.</p> <p>To know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>Drugs common to everyday life can affect health.</p>
<b>Year 4/5</b>	<p><b>Relationships</b> <u>Families and friendships</u></p> <ul style="list-style-type: none"> <li>To know what makes healthy friendships and relationships and how to keep friendships healthy.</li> <li>To know how to help people feel included.</li> </ul>	<p><b>Living in the Wider World</b> <u>Belonging to a community:</u></p> <ul style="list-style-type: none"> <li>To know the importance of protecting the environment and how everyday actions can either support or damage it</li> </ul>	<p><b>Health and wellbeing</b> <u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> <li>To know about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</li> </ul>



- To know about the impact of the need for peer approval in different situations, including online
- To know how to recognise if a relationship is making them feel unsafe, worried, or uncomfortable.

Links with guided reading – characters and their behaviours.

Safe relationships

- To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- To know how to ask for, give and not give permission for physical contact
- To be aware of how it feels in a person’s mind and body when they are uncomfortable
- To know that it is never someone’s fault if they have experienced unacceptable contact
- To know how to respond to unwanted or unacceptable physical contact
- To be aware that no one should ask them to keep a secret that makes them feel uncomfortable
- To know who to tell if they are concerned about unwanted physical contact

Respecting ourselves and others

- To recognise that everyone should be treated equally
- To know why it is important to listen and respond respectfully to a wide range of people.
- To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- To identify online bullying and discrimination and the impact of this.
- To know how to report discrimination online.

Links with computing – E-safety

Links with RE -

- To know how money is spent and how it affects the environment
- To express their own opinions about their responsibility towards the environment

Media and digital literacy:

- To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
- To begin to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
- To know that some media and online content promote stereotypes
- To know how to assess which search results are more reliable than others
- To recognise unsafe or suspicious content online

Links to writing/guided reading – purpose of text.

Links to computing – data storage and usage.

Money and work

- To identify jobs that they might like to do in the future and how to get there
- To know that you need ambition to achieve a future career
- To know about what might influence decisions about a job (pay),
- To be aware of the importance of diversity and inclusion to promote people’s career opportunities
- To know about stereotypes in careers e.g. women in STEM

Links to Science – Research (famous females in STEM)

- To know infections spread and how this can be prevented
- To know what positively and negatively affects health and wellbeing (including mental and emotional health)
- To understand how to make informed choices that contribute to a ‘balanced lifestyle’
- To be aware of the benefits of being outdoors and in the sun for physical and mental health
- To know how to stay safe in the sun.
- To know that some diseases can be prevented by vaccinations and immunisations

Links with PE – keeping fit and healthy

Links with science – balanced diet and healthy lifestyle

Growing and changing

- To know the changes that happen at puberty
- To be aware of the importance of personal hygiene routines during puberty.
- To know how to identify external genitalia and reproductive organs
- To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- To be aware that for some people their gender identity does not correspond with their biological sex
- To know how to recognise, respect and express their individuality and personal qualities

Links with Science – changes at puberty

Keeping safe

- To know how to keep safe in the local environment.
- To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour



			<ul style="list-style-type: none"> <li>To know how to deal with common injuries using basic first aid techniques</li> <li>To understand that female genital mutilation (FGM) is physical abuse and is illegal. RHE</li> <li>To understand about the importance of speaking out about FGM.</li> </ul>
<b>Key Vocabulary</b>	Approval, unacceptable, consent, inclusion, peer approval, unsafe, physical touch, permission, fault, discrimination, sexism, homophobia.	Responsibility, persuade, advertise, fact, biased, stereotypes, reliable, suspicious, ambition, career, diversity.	Drugs, disease, immunisations, puberty, genitalia, reproductive organs, race, gender, sex, first aid, FGM
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>It is ok to say no.</li> <li>If a relationship is making me feel negative, I need to solve it or remove myself from it.</li> <li>Everybody should be treated equally, no matter what their gender/age/race/religion etc.</li> </ul>	<ul style="list-style-type: none"> <li>When I am older, I would like to be ... and I will need to ... to get there.</li> <li>There are stereotypes in the workplace, for example...</li> <li>The four estates food bank provides food to people that need it in our local community.</li> </ul>	<ul style="list-style-type: none"> <li>Some drugs are ok to take and are necessary for health. Some drugs are against the law and can damage health.</li> <li>Puberty prepares our bodies for being adults, and reproduction.</li> <li>GM is illegal and it is abuse.</li> </ul>
<b>Character and values</b>	Teamwork - Ensuring everybody is included. Empathy – showing and acting upon empathy towards others.	Willingness to try – showing ambition towards future career.	Routine and structure – being conscientious their own lifestyle. Making right choices Expression – recognising and expressing their individual qualities.
<b>Year 5/6 Retrieval</b>	<ul style="list-style-type: none"> <li>Understanding different types of discrimination e.g racism, sexism, homophobia.</li> <li>It is not the persons fault who may experience unwanted physical touch.</li> <li>How to report online negative behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Stereotypes in the workplace and reasons for these.</li> <li>Our everyday actions can damage the environment.</li> <li>Aware of different types of media and their purpose.</li> <li>You must have ambition and a want to work to get the career you want.</li> </ul>	<ul style="list-style-type: none"> <li>Diseases can be prevented by vaccines and immunisations.</li> <li>FGM – what it is and that it is illegal/abuse.</li> <li>Puberty prepares our bodies for adulthood and reproduction.</li> </ul>
<b>Year 5/6</b>	<b>Relationships</b> <u>Families and friendships</u> <ul style="list-style-type: none"> <li>To know about different types of loving relationships (friends, families, couples, marriage, civil partnership)</li> <li>To know that people who love each other can be of any gender, ethnicity or faith (right to love)</li> </ul>	<b>Living in the wider world</b> <u>Belonging to a community:</u> <ul style="list-style-type: none"> <li>To know the difference between and how to recognise prejudice and discrimination</li> <li>To know how to safely respond to and challenge discrimination</li> </ul>	<b>Health and Wellbeing</b> <u>Physical Health and Mental Wellbeing</u> <ul style="list-style-type: none"> <li>To know that mental health is just as important as physical health</li> <li>To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> </ul>





- To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- To know that to force anyone into marriage is illegal and how to report/ask for help if they are worried.
- To know what constitutes a positive, healthy/unhealthy relationship.

Links with science – reproduction.

Talks from the school nurse.

#### Safe Relationships

- To be aware of healthy and unhealthy friendships.
- To build resilience and strategies to respond to pressure from friends
- To know how to assess the risk of different ‘challenges’ and ‘dares’
- To know how to recognise and respond to pressure from others to do something that makes them uncomfortable.
- To know how to get advice and report concerns about personal safety, including online
- To know what consent means and how to give/not give permission in different situations

#### Respecting ourselves and others

- To know how to be a positive role model
- To know how to discuss issues respectfully.
- To know how to listen to and respect other points of view.
- To know how to constructively challenge points of view they disagree with.
- To know ways to participate effectively in discussions online and manage conflict or disagreements.

- To recognise stereotypes in different contexts and the influence they have
- To how stereotypes are perpetuated and how to challenge this

Links with RE – stereotypes of people from other cultures.

Links with guided reading – characters feelings.

#### Media and Digital literacy:

- To know how and why images online might be manipulated
- To know the risks and benefits of social media
- To know that social media sites have age restrictions and regulations for use
- To know about sharing things online, including rules and laws relating to this
- To know how to report inappropriate online content or contact
- To know the importance of balancing time online with other activities to maintain health and wellbeing

Links with computing – online safety and around social media. Sharing things online can be permanent.

#### Money and work:

- To know about value for money and how to judge if something is good value for money
- To know how companies encourage customers to buy things and why it is important to be a critical consumer
- To know how money can impact on a person’s emotions, health and wellbeing
- To know about risks associated with money, including debt, fraud and gambling

- To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- To know positive strategies for managing feelings
- To understand the importance of asking for support from a trusted adult
- To know about the changes that may occur in life including death, and how these can cause conflicting feelings

#### Growing and changing:

- To understand the changes that happen at puberty (recap learning from year 4) RHE
- To know about human reproduction in the context of the human lifecycle. RHE
- To know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams (School nurse)
- To know how a baby is made and how it grows. RHE
- To know about roles and responsibilities of parents and carers.
- To know that pregnancy can be prevented with contraception.
- To know about what being more independent might be like, including how it may feel
- To know about the transition to secondary school and how this may affect their feelings

Links with science – reproduction within animals and humans

#### Keeping Safe:

- To understand about independence, increased responsibility and keeping safe. **RHE**



		<ul style="list-style-type: none"> <li>To know how to get help if they are concerned about financial risk</li> </ul>	<ul style="list-style-type: none"> <li>To know about the right that they have to protect their body. RSE</li> <li>To know about the risks and effects of different drugs</li> <li>To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>To know where support is available concerning drug use.</li> </ul> <p>Links to science – effect of drugs and alcohol on the body</p>
<b>Key Vocabulary</b>	dares, challenges, Couples, families, pressure, un/healthy relationships, civil partnerships, consequences, physical, concern, permission, role model, disagree, contact,	Human rights, discrimination, volunteers, diversity, identity, manipulated, budgeting, interest, loan, debt, critical consumer	transitions, separation, divorce, bereavement, period, human reproduction, babies, sexual intercourse, pregnancy, fertilised, sperm, foetus, uterus, womb, conception, contraception, influences, peer, abuse, responsibility
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Confidentiality means keeping something private or a secret.</li> <li>Civil partnerships and marriage are examples of stable, loving relationships between two people who love and care for each other of the legal age.</li> <li>Forced marriage is illegal.</li> <li>Physical contact is only acceptable when it is consented to and when both individuals are of an appropriate age.</li> </ul>	<ul style="list-style-type: none"> <li>A stereotype is a category or a group that people have set ideas about and we put people into.</li> <li>Everybody has human rights.</li> <li>What we see and read in the media is not always the truth.</li> <li>Debt is when you owe money out.</li> </ul>	<ul style="list-style-type: none"> <li>Pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>The media can have a negative influence on people's self-esteem.</li> <li>A baby is made by a man's sperm and a woman's egg.</li> <li>Pregnancy can be prevented through contraception.</li> <li>It is ok to say no!</li> </ul>
<b>Character and Values</b>	Loyalty – staying loyal in friendships and relationships. Adaptability – Adapting ways/thoughts after resolving a conflict Respect – Discussing issues respectfully, taking other people's feelings into consideration. Articulation – verbally managing disagreements. Learning to be gracious in defeat.	Respect – Showing manners and being respectful around other people. Morality – understanding what is right and wrong. Empathy – Understanding how people who are the victim of stereotypes may feel and adapting behaviour.	Adaptability – Importance of choosing your own path to follow. Resilience – Choosing to resist peer pressure and negative behaviours that may be around them.