

## RSHE PROGRESSION MAP – UKS2 21/22

	Y5	Y6
<b>RELATIONSHIPS - OBJECTIVES</b>	<p><b>Fa1) Why do some people get married?</b></p> <ul style="list-style-type: none"> <li>• Understand why some people get married</li> <li>• Appreciate that not everyone wants to get married</li> <li>• Know that forced marriage is illegal</li> </ul> <p><b>Fa2) Are families ever perfect?</b></p> <ul style="list-style-type: none"> <li>• Identify the positive features that should be present in a family</li> <li>• Learn how to disagree with respect</li> <li>• Know the difference between secrets and surprises (when to break confidentiality)</li> <li>• Understand the concept of consent - Revisit that “My body belongs to me” (private parts, exceptions (doctors), FGM prevention)</li> </ul> <p><b>Fr1) What makes a close friend?</b></p> <ul style="list-style-type: none"> <li>• Understand what it takes to be a good friend</li> <li>• Empathise with people who are excluded</li> </ul> <p><b>Fr2) Can we be different and still be friends?</b></p> <ul style="list-style-type: none"> <li>• Understand that we don’t have to be the same as everyone else to have friends</li> <li>• Appreciate that we should respect other people, irrespective of their unique characteristics</li> <li>• Understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours</li> </ul> <p><b>Fr3) Should friends tell us what to do?</b></p> <ul style="list-style-type: none"> <li>• Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship</li> <li>• Appreciate that friends should make us feel good and safe</li> <li>• Identify behaviour that is controlling or manipulative</li> <li>• Identify issues around consent and coercion</li> </ul> <p><b>Fr4) Why are some people unkind? *Links with M3) Why do we argue*</b></p> <ul style="list-style-type: none"> <li>• Identify the reasons why some children bully</li> <li>• Understand that violence is always wrong, our body belongs to us</li> <li>• Develop skills to avoid conflict and reconcile differences</li> </ul>	<p><b>Fa3) Is there such a thing as a ‘normal’ family?</b></p> <ul style="list-style-type: none"> <li>• Understand the diversity of home lives</li> <li>• Appreciate that many people have heritage from other countries and may have dual heritage</li> <li>• Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun</li> </ul> <p><b>Fr5) What are stereotypes?</b></p> <ul style="list-style-type: none"> <li>• Understand what stereotypes are</li> <li>• Critique media and identify stereotypes in the world around them</li> <li>• Learn how to challenge stereotypes when they see them</li> </ul> <p><b>Fr6) How can I accept my friends for who they are?</b></p> <ul style="list-style-type: none"> <li>• Accurately use language relating to gender, sexuality and identity</li> <li>• Understand that trans and non-binary people may face discrimination</li> <li>• Appreciate that we should treat everyone with respect, regardless of their physical appearance</li> </ul>

KEY VOCAB	<p>Fa1 - Marriage, wedding, ceremony, gay</p> <p>Fa2 - Consent, secrets, surprises, unwanted, fault</p> <p>Fr1 - Kindness, friendship, inclusion, transition</p> <p>Fr2 - jealousy, betrayal, different, excluding, including</p> <p>Fr3 - Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure</p> <p>Fr4 - Bullying, cyberbullying, discrimination, insecurities, fear, anger</p>	<p>Fa3 - Difference, conventional</p> <p>Fr5 - Gender stereotypes, male, female, man, woman, sexism</p> <p>Fr6 - Gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation</p>
LIVING IN THE WIDER WORLD - OBJECTIVES	<p><b>C4) How can I be a great citizen?</b></p> <ul style="list-style-type: none"> <li>• Understand that we all rely on the people around us</li> <li>• Identify the ways that we can help people around us without upsetting them</li> <li>• Understand that changes in our behaviour can allow people to be included</li> </ul> <p><b>C5) Why is money important?</b></p> <ul style="list-style-type: none"> <li>• Identify the ways that money affects their lives</li> <li>• Understand that debt results from spending more than you are able to earn</li> <li>• Appreciate that the infrastructure around us is built and maintained by tax payments</li> </ul>	<p><b>C1) What is prejudice?</b></p> <ul style="list-style-type: none"> <li>• Know that unconscious bias exists</li> <li>• Understand why some people discriminate</li> <li>• Know the protected characteristics</li> </ul> <p><b>C2) What is the history of prejudice?</b></p> <ul style="list-style-type: none"> <li>• Explore the history of prejudice</li> <li>• Understand how that history impacts people alive today</li> </ul> <p><b>C3) What should I do if I encounter prejudice?</b></p> <ul style="list-style-type: none"> <li>• Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying</li> <li>• Identify the most common types of prejudice</li> <li>• Identify the protected characteristics in the equality act</li> </ul>

	<ul style="list-style-type: none"> <li>Understand that not everyone has the same access to money and employment across the world</li> </ul> <p><b>C6) What makes us feel like we belong?</b></p> <ul style="list-style-type: none"> <li>Understand why some people must leave their countries</li> <li>Appreciate why some people choose to come to the U.K.</li> <li>Know that most refugees stay near their country of origin</li> <li>Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries</li> <li>Appreciate that migrants are open the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers)</li> </ul> <p><b>C7) What does it mean to be British?</b></p> <ul style="list-style-type: none"> <li>Discuss what it means to belong to a country</li> <li>Appreciate that people can have more than one nationality</li> <li>Understand that our country's culture is made up of all of the different immigrants that have come her over thousands of years</li> </ul> <p><b>Os2) Protecting our identity [P1]</b></p> <ul style="list-style-type: none"> <li>Understand that our personal information is valuable, sensitive and private to us</li> <li>Understand that giving away personal information can lead to both physical and emotional damage</li> <li>Understand that many small details can be pieced together to gain a much more comprehensive set of information about a person</li> </ul> <p><b>Os3) Meeting strangers online [P4]</b></p> <ul style="list-style-type: none"> <li>Understand that there are dangers online for younger people - Recognise some of the signs of online danger</li> </ul> <p><b>Os7) Echo Chambers [N5]</b></p> <ul style="list-style-type: none"> <li>Understand how different groups have their own motivation's, often based around commercial or ideological reasons</li> <li>Understand how social media tends to limit the number of opposing views that we encounter</li> </ul>	<ul style="list-style-type: none"> <li>Know what to do if they encounter, experience or witness prejudice</li> </ul> <p><b>Os1) Control and consent [S1]</b></p> <ul style="list-style-type: none"> <li>Understand that social media comes with pressure</li> <li>Understand that we have a significant amount of control over our online lives</li> <li>Understand that our actions/lack of actions can have an impact on ourselves and those around us</li> </ul> <p><b>Os4) Personal Information, terms and conditions [C2]</b></p> <ul style="list-style-type: none"> <li>Understand that our personal information can be used to make money and target us with advertising</li> </ul> <p><b>Os5) Analysing Digital Media [N1]</b></p> <ul style="list-style-type: none"> <li>Become more digitally literate by being able to analyse digital content</li> </ul> <p><b>Os6) Bias [N2]</b></p> <ul style="list-style-type: none"> <li>Understand that not everything they read is true or without bias</li> <li>Understand that bias can mislead readers, and that there are multiple perspectives to many stories</li> <li>Appreciate that everyone is at least a bit biased, so we have to be careful to balance our views and tolerate disagreement</li> </ul> <p><b>Os8) Does the internet make us happy? [L1]</b></p> <ul style="list-style-type: none"> <li>Appreciate that there is both positive and negative content online</li> <li>Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives</li> <li>Understand that images and videos that we see online are not always a true reflection of reality</li> </ul>
KEY VOCAB	<p>C4 - Citizen, disabled people, disability, community, society, built environment</p> <p>C5 - Debt, earn, salary, tax, employment, poverty, war, oppression, government, migration, immigration, asylum, refugee</p> <p>C6 - Rights, refugees, asylum seekers, migration, immigrant</p> <p>C7 - Culture, religion, language</p> <p>Os2 - Personal, information, identity, protect, privacy, valuable, sensitive</p> <p>Os3 - Strangers, social media, passwords, manipulation, catfish, deception, vulnerable</p> <p>Os7 - Echo chamber, bias, groups, viewpoints, propaganda</p>	<p>C1 - Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic</p> <p>C2 - Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic</p> <p>C3 - Race, racism, discrimination, prejudice, equality act, gender, sexual orientation,</p> <p>Os1 - Control, consent, social media, manipulation, public, private, pressure</p> <p>Os4 - Personal, information, terms and conditions, social media, advertisement</p> <p>Os5 - Analyse, digital, media, literacy, headline, broadsheet, tabloid, links, clickbait, compare</p> <p>Os8 - Social media, anxiety, jealous, insecure, vulnerable, analyse</p>

HEALTH & WELL-BEING - OBJECTIVES	<p><b>M1) Does everybody have the same feelings?</b></p> <ul style="list-style-type: none"> <li>• Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately</li> <li>• Identify positive and negative emotions and the impact these have on our mental wellbeing</li> <li>• Identify our own triggers for negative emotions</li> <li>• Understanding that some people find it hard to read and express emotions</li> </ul> <p><b>M2) Should we be happy all the time?</b></p> <ul style="list-style-type: none"> <li>• Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health.</li> <li>• Explore ways of coping with big and small life events.</li> </ul> <p><b>M3) Why do we argue?</b></p> <ul style="list-style-type: none"> <li>• Understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not</li> <li>• Practise strategies for resolving conflict with peers</li> </ul> <p><b>P2) How can I stay fit and healthy?</b></p> <ul style="list-style-type: none"> <li>• Understand how regular exercise and a balanced diet can help keep us fit and healthy</li> </ul> <p><b>P5) Where should I get my health information?</b></p> <ul style="list-style-type: none"> <li>• Understand that not all information is accurate, even if it appears to be</li> <li>• Identify inaccurate health information</li> <li>• Know where to find accurate sources of health information</li> </ul>	<p><b>M4) Who am I?</b></p> <ul style="list-style-type: none"> <li>• Learn to express our sense of identity</li> <li>• Understand that our brains can get poorly and can be treated (just like our bodies)</li> <li>• Know that mental wellbeing varies and is not constant</li> </ul> <p><b>P1) Is there such a thing as the perfect body?</b></p> <ul style="list-style-type: none"> <li>• Analyse representations of beauty in the media</li> <li>• Understand that the images we see in the media affect the way we see and judge ourselves and others</li> <li>• Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame)</li> </ul> <p><b>P3) Can I avoid getting ill?</b></p> <ul style="list-style-type: none"> <li>• Understand the risks of taking drugs, alcohol and tobacco</li> <li>• Identify the ways to avoid damage caused by the sun</li> <li>• Identify key indicators of poor health</li> <li>• Understand the importance of getting the correct amount of sleep</li> <li>• Know strategies to help them to sleep better</li> <li>• Understand the importance of dental hygiene</li> </ul> <p><b>P4) Why do some people take drugs?</b></p> <ul style="list-style-type: none"> <li>• Understand that some drugs help us and some do not - Understand some of the reasons why people take recreational and addictive drugs</li> <li>• Understand the risks of taking drugs, alcohol and tobacco</li> </ul> <p><b>P6) How do I save a life?</b></p> <ul style="list-style-type: none"> <li>• Identify common hazards</li> <li>• Know basic first aid techniques</li> <li>• Understand how to react in emergency situations</li> <li>• Understand when and how to make an emergency 999 call</li> </ul> <p><b>G1) How will my body change as I get older?</b></p> <ul style="list-style-type: none"> <li>• Understand the physical changes that people go through during puberty, particularly ages 9 -11</li> </ul> <p><b>G2) How will my feelings change as I get older?</b></p> <ul style="list-style-type: none"> <li>• Understand the emotional and mental changes that people go through when they reach puberty</li> </ul> <p><b>G3) How do I stay clean as I get older?</b></p> <ul style="list-style-type: none"> <li>• Changes and importance during puberty. - Hygiene (personal hygiene)</li> </ul> <p><b>G4) What is Menstruation?</b> Taught in Y5/Y6 (get advice from local NHS services) - What is it? - When does it happen? - What to do? - Consideration (for non-menstruators)</p> <p><b>Sx2) What is sex? (Not statutory - taught at the discretion of the leadership of each school)</b></p> <ul style="list-style-type: none"> <li>• To know the internal sex organs and how they are used to create a baby</li> <li>• To know the basic facts about what happens during sex</li> <li>• To know that the law states that people should not have sex until they are over 16 and consent is given by those involved</li> </ul>
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KEY VOCAB	<p>M1 - Angry, anxious, worried, frustrated, confused, emotional reaction</p> <p>M2 - Loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control</p> <p>M3 - listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control</p> <p>P5 - Verify, misinformation, fake news, genuine, accurate, vaccination, 'an-vax'</p>	<p>M4 - Identity, emotions</p> <p>P1 - Body image, self-esteem, unrealistic, expectations, insecurity</p> <p>P4 - Drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction</p> <p>P6 - Danger, hazard, environment</p> <p>G1 - Puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period,</p> <p>G2 - Hormones, moods, anxiety, insecurity, self-conscious, risk</p> <p>G3 - Hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty</p> <p>G4 - Menstruation, menstruator, periods, vagina, vulva, fallopian tubes, ovaries, ovum, hormones, uterus, reproductive health, sperm, fertilisation, endometrium, cervix</p> <p>Sx2 - Penis, pubic hair, foreskin, scrotum, testicles, erection, ejaculate, sperm, urethra, clitoris, anus, vagina, labia, cervix, uterus, ovary, fallopian tube, ovum, reproduction, pregnancy, discharge, fertilisation</p>
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