

## Teaching and Learning about Human Relationships and Sex Education Year 5

- Core Theme 1: Growing in love for myself and God
- Core Theme 2 Growing in love for family, friends, faith and community
- Core Theme 3 Growing in love for my character and well-being

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Objective				When covered?		Statutory Guidance and Context			
<b>Core Theme 1</b>	Identify, name and respond appropriately to a wider range of feelings in themselves and in others				<b>Ongoing</b>		<b>Mental Well-being:</b> How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.				
	Begin to be thankful for the gifts of God				<b>Gifts from God/CAFOD</b>		The joy and challenge of and the giving and receiving in relationships. Learning about the value of sharing and showing respect and care for others.				
	Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see protected characteristics of the Equality Act 2010)				<b>People of other faiths</b>		<b>Respectful Relationships:</b> How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice)  Respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers.  Respect for the writings and people of the Jewish faith/other faiths				
	Describe the differences as humans develop to old age Draw a timeline to indicate the growth and development of humans. They should learn about changes experienced in puberty.  Work scientifically by researching the gestation periods of animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows.				<b>Science Living things &amp; their habitats</b>		Adolescents: Key facts about puberty and the changing adolescent body, particularly from age 9 to 11, including physical and emotional changes About menstrual well-being including the key facts about the menstrual cycle.  Model lesson in 'This is my Body'				
	Pupils should find out about different types of reproduction and asexual reproduction in plants and animals				<b>Science Living things and their habitats</b>						

Core Theme 2	To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond.	Multi Faith Week	RR the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help.	Internet Safety Day	RR 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.
	To be aware of different types of relationships including those between acquaintances, friends, relatives and family	Reconciliation	<b>Families:</b> 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  The joy and challenge of and the giving and receiving in relationships. Learn about the value of sharing, showing respect and care of others.
	To know that some relationships can be harmful and who to talk to if they need support . To recognise and manage dares.  To judge what kind of physical contact is acceptable and how to respond	Reconciliation	<b>Families:</b> How to recognise if family relationships area making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <b>Respectful Relationships:</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships
	About forgiveness, recognising it's importance in relationships and know something about Jesus' teaching on forgiveness	Reconciliation	<b>Caring Friendships:</b> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <b>Respectful Relationships:</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships. Sacrament of Reconciliation Teaching of Forgiveness by Jesus. The Rite of Reconciliation and its significance
	Know the rituals celebrated in church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs	Reconciliation	Sacrament of the Sick
	That the Church is a community of faith	Life in the Risen Lord	Ways of taking part in life and worship in local community eg Sacraments, parish activities
Core Theme 3	That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.	Ongoing	Liturgy and Worship in class, school and church

<p>To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media.</p>	<p><b>Online Safety Computing</b></p>	
<p>When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong.</p>	<p><b>Initial HRSE Lesson</b></p>	<p>MW where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). BS how to report concerns or abuse, and the vocabulary and confidence needed to do so and where to get advice e.g. family, school and/or other sources.</p>
<p>About what puberty involves and how their body and emotions will change as they approach and move through puberty, growing into adults.</p>	<p><b>Puberty Talk</b></p>	<p>A key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual well-being including the key facts about the menstrual cycle.</p>
<p>That being truthful includes knowing when to keep a secret, when not to agree to this, and when it is right to break a confidence or break a secret</p>	<p><b>Reconciliation</b></p>	<p><b>Caring Friendships:</b> 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.</p>
<p>That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal.</p>	<p><b>Stewardship</b></p>	<p>Care and misuse of God's Creation</p>

# Areas in the Statutory Guidance not included in HRSE

The following areas require additional content to that in the HRSE programme of study or are not covered at all. However, many of them are already covered in PSHE lessons, science and health and well-being teaching and learning.

## PRIMARY AGE RANGE - AREAS NOT COVERED IN THE HRSE PROGRAMME OF STUDY

### ONLINE RELATIONSHIPS

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are 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 have never met.
- how information and data is shared and used online.

BEING SAFE areas requiring additional coverage are in red. Though many of the areas are covered in the Programme of Study, safeguarding requirements mean each school should check these areas are covered in the context of their own safeguarding policy with particular reference to online safety.

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. In a Catholic context, we teach our bodies are a precious gift.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult. This needs emphasising in each school's context.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse in their school context, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

### MENTAL WELL BEING

- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### INTERNET SAFETY AND HARMS

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### PHYSICAL HEALTH AND FITNESS Many areas are partially covered in Core Theme 3

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### HEALTHY EATING

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### DRUGS, ALCOHOL AND TOBACCO

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### HEALTH & PREVENTION

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

### BASIC FIRST AID

- how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries

