

British Values, SMSC, Being part of a community, Outdoor Learning, Equality, Independence, Personal Development, Cultural Capital, Principles of Nurture and Career aspirations run in a wide range of ways through every PSHCE topic. Enrichment activities (ie visits, visitors etc) are regularly used to provide enhanced learning across the school.

The Personal Development document gives more detail around this.

<b>Year 5/6</b>	<b>Autumn Term A</b>
<b>Unit: My Healthy Lifestyle</b>	
<b>Prior Learning: EYFS/Y1/2/3/4 units</b>	
<p><b>Key Essential Skills and Knowledge:</b></p> <p><i>Healthy lifestyles</i> (<i>Physical wellbeing</i>)</p> <ul style="list-style-type: none"> <li>- Know sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, growth, behaviour and ability to learn.</li> <li>- Know how a balanced diet/nutrition contributes to a healthy lifestyle; how choices affect health; the effects of unhealthy food on the body, feelings, growth, behaviour and ability to learn.</li> <li>- Know how exercise contributes to a healthy lifestyle, routines that support exercise, the effect of the lack of exercise on the body, feelings, growth, behaviour and ability to learn.</li> <li>- Identify early signs of physical illness: know how medicines when used responsibly, contribute to health; that some diseases can be prevented by vaccination and immunisations; how allergies can be managed.</li> <li>- Know that bacteria and viruses can affect health; everyday hygiene routines that limit the spread of infections; the wider importance of personal hygiene (including oral hygiene) and how to maintain it.</li> <li>- Know the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</li> <li>- Know the benefits and possible negative effects of the internet and social media; the importance of balancing time online with other activities</li> <li>- Suggest strategies for managing time both offline and online.</li> <li>- Know how and when to seek support, including which adults to speak to in and outside of school if they are worried about their health.</li> </ul> <p>(<i>Mental Health</i>)</p> <ul style="list-style-type: none"> <li>- Mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>- Name strategies to respond to feelings, including intense or conflicting feelings</li> <li>- Deal positively with feelings, managing and responding to feelings appropriately and proportionately in different situations and building resilience</li> <li>- Recognise warning signs about mental health and wellbeing in themselves and others and how to seek support</li> <li>- Anyone can experience mental ill- health and that it is important to discuss feeling with a trusted adult</li> <li>- Know that change can affect feelings; know ways of expressing and managing change</li> <li>- Know how to resolve differences: looking at alternatives; making decisions and explaining choices</li> <li>- Know the benefits and possible negative effects of the internet and social media; the importance of balancing time online with other activities</li> </ul>	

**Sticky Knowledge:**

- 9-12 hours sleep is needed for 9-11 year olds
- Carbohydrates give us simple sugars that the body uses to make energy eg rice, pasta, cereals, potatoes, bread
- Proteins are needed for the growth and repair of cells eg. cheese, fish, milk, meat and nuts
- Vitamins and Minerals have a range of functions depending on the type eg fruit and vegetables
- Fibre keeps your gut healthy (only one not absorbed into the blood) eg pulses, beans, wholegrains, cereals
- Fats give us energy and insulate from the cold eg. butter, cooking oil, cheese, nuts
- 60 minutes (1 hour) or more of moderate-to-vigorous physical activity daily is needed for 9-11 year olds
- Drink approximately 1.5L of water daily
- Know the telephone number for Childline 0800 1111

**Vocabulary:**

Lifestyle

Positive/negative

Puberty

Oral hygiene

Resolve

Intensity

Resolving differences

Alternatives

Support

Counter Acting

Conflicting emotions

Adolescence

Weight loss/gain

**Sequence:**

- A healthy physical lifestyle – benefits and risks (sleep, diet, exercise)
- Personal hygiene – bacteria and viruses
- Safety in the sun
- Influences of Social media
- How to be more healthy – managing time/seeking support
- Mental health
- Managing feelings
- Managing Change
- Building resilience

**Thinking Deeper:** Consider the impact of a healthy/unhealthy lifestyle on society and the wider world

**Links to:**

PE, Forest School, Computing, Collective Worship, The Street

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Year 5/6	Spring Term A
<b>Unit: Keeping Myself Safe</b>	
<b>Prior Learning: EYFS/Y1/2/3/4 units</b>	
<p><b>Key Essential Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know how to keep myself safe (eg. road safety, cycle safety, water safety, fire safety, rail safety, in the countryside etc.)</li> <li>- Know the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</li> <li>- Know how to deal with unacceptable or unhealthy pressure and that it can come from a variety of sources (online, offline and the media)</li> <li>- Recognise responsibility for keeping myself and others safe and can recognise, manage and assess risks.</li> <li>- Know basic emergency first aid (including basic life support, head injuries, bleeding and choking) , where to get help and how to call 999</li> <li>- Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> <li>- Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>- Organisations can support people concerning alcohol, tobacco and nicotine or other drug use</li> <li>- Know which people they can talk to if they have concerns.</li> </ul>	
<p><b>Sticky Knowledge:</b></p> <p>Country code key points :</p> <ul style="list-style-type: none"> <li>- Respect everyone</li> <li>-Protect the Environment</li> <li>-Enjoy the outdoors</li> </ul> <p>Highway code key points for Pedestrians:</p> <ul style="list-style-type: none"> <li>-Use pavements and footways if provided</li> <li>-If no footpath, walk on the right towards oncoming traffic (single file, close to the side)</li> <li>-Help other road users see you</li> </ul> <p>Crossing the road key points:</p> <ul style="list-style-type: none"> <li>-Stop at the curb or edge of the road before crossing, and to never run into the street.</li> <li>-Look and listen for traffic to the left, then to the right and then to the left again.</li> <li>-Continue to watch out for cars as you cross</li> </ul> <p>(Use a crossing if possible and never go between parked cars to cross the street)</p> <p>Water safety:</p> <ul style="list-style-type: none"> <li>- Always swim in a safe place, with an adult, and follow the flags/guidance</li> <li>- If you fall in – float, breathe, relax</li> </ul>	

- Never jump in after someone/something else. Get Help.

Fire safety:

- Get out. Stay out. Get Help.
- Stay low and check doors/handles with the back of your hand. Do not hide.
- Have smoke detectors in your house (outside kitchen/top of stairs) and check them regularly

Rail safety: Do not play on railway lines/tracks

First Aid:

- **Danger** – Check for danger – Get Help
- **Response** - Check if the person is alert/responsive
- **Airway** – Check for a clear airway
- **Breathing** – Check if person is breathing
- **Circulation** – Check for a pulse

Bleeding:

- Apply pressure. Get Help.

Choking:

- Strike five separate times between the person's shoulder blades with the heel of your hand. Get Help. If back blows don't remove the stuck object, give five abdominal thrusts, also known as the Heimlich maneuver.

Head Injury:

- Keep the person still. The injured person should lie down with the head and shoulders slightly elevated. Get Help.
- Stop any bleeding.
- Watch for changes in breathing and alertness

Age restrictions:

- Buying cigarettes, alcohol. vapes – aged 18
- Online sites/games/apps – Fortnite aged 12, Instagram, Tik Tok, Facebook, Twitter, Snapchat aged 13, WhatsApp aged 16, Call of Duty aged 18
- Films also have age ratings

**Vocabulary:**

Communication  
Environment  
Physical  
Substances  
Consequences  
Safety  
Online  
Offline  
Risks  
Benefit  
Bully  
Risks  
Media  
Online presence  
Personal information  
Report  
Responsibility

Safety  
Health  
Emergency  
Risk  
Injury  
Independence  
Challenge/dares  
Substance –drugs, alcohol, tobacco, medicines, Caffeine  
Hazard  
Peer pressure  
Habit  
e-safety  
personal information  
passwords  
images  
request  
acceptable/unacceptable  
device  
support  
internet  
social media  
reality  
fantasy  
influences  
negative/positive impact  
offensive  
consequences  
impact  
communicate  
collaborate  
uncomfortable  
appropriate  
media  
advertising  
Balance  
Rules  
Law/legal  
Privacy  
Sharing  
Personal Boundaries  
Harassment  
Discrimination  
Human Rights  
Aggression  
Anti-social behaviour  
Situations  
LGBTQ  
Hate crimes  
consent

**Sequence:**

- Road safety

- Water safety
- Fire safety
- Cycle safety
- Rail safety
- Safety in the countryside
- Rules, regulations and the law
- First Aid
- Drugs and substance use
- Dealing with pressure/anti-social behaviour/bullying

**Thinking Deeper:** Compare with keeping myself safe in a different locality (eg city)

**Links to:** Forest School (PE), Visits and visitors (Fire Service, Crucial Crew etc), Computing, Collective Worship, The Street

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Year 5/6	Summer Term A
<b>Unit: Becoming an Active Citizen</b>	
<b>Prior Learning: EYFS/Y1/2/3/4 units</b>	
<b>Key Essential Skills and Knowledge:</b>	
<ul style="list-style-type: none"> <li>- Know what democracy is (UK - local/regional/national), how this government work and how views are take into account when making decisions</li> <li>- Give examples of other types of government</li> <li>- Take part in a democratic event</li> <li>- Know the UK law and what happens if you break the law (including how the criminal justice system works)</li> <li>- Understand different types of 'poverty'</li> <li>- Know what Fair Trade is</li> <li>- Express (speech and writing) my views and listen to the views of others respectfully</li> <li>- Research, discuss and debate topical issues (including those of a controversial nature),problems and events in a sensitive manner</li> <li>- Critique media representation, showing an awareness of how information is presented and media bias</li> <li>- Know where to find impartial advice</li> <li>- Explain the benefits of a multicultural nation</li> <li>- Know that circumstances in other countries and cultures may be different to our own</li> <li>- Know why some people have chosen to migrate to the UK</li> <li>- Know the difference between migrant, asylum seeker and refugee</li> <li>- Recognise and challenge stereotypes</li> <li>- Understand how to be part of a community and the benefits of this</li> <li>- Choices we make (individually, locally, nationally) impact internationally</li> <li>- Know that individuals and the community need to be taken into account when decision making</li> <li>- Know that resources can be used in different ways and that economic choices affect everyone and the environment</li> <li>- Know how to access support groups and find impartial advice</li> <li>- Demonstrate a sense of social justice and moral responsibility towards others and the environment</li> <li>- Everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child</li> </ul>	
<b>RSE:</b>	
<ul style="list-style-type: none"> <li>- <b>Know the ways in which children grow and develop in puberty – physically and emotionally</b></li> <li>- <b>Manage my periods (menstruation) or understand how girls manage their periods and am respectful of this</b></li> <li>- <b>Know how to look after my body and health as I go through puberty</b></li> <li>- <b>Recognise, approaching puberty, how people’s emotions change at that time and how to deal with feelings towards myself, family and others in a positive way</b></li> <li>- <b>Know about human reproduction including conception? (Year 6 only)</b></li> </ul>	
<b>Sticky Knowledge:</b>	
<ul style="list-style-type: none"> <li>- England/UK is a democracy.</li> <li>- The age of criminal responsibility in England, Wales and Northern Ireland is 10-years-old</li> </ul>	

- There are different types of poverty such as situational poverty (a situation that has caused you to be economically unstable eg job loss); Generational poverty; Absolute poverty (Lack of basic needs including period poverty eg food, shelter); Rural poverty and Urban poverty.
- Impartial advice can be sought from the Citizens Advice Bureau
- United Nations Declarations of the Rights of the Child which defines children's rights to protection, education, health care, shelter, and good nutrition.
- People might move to another country in search of work or economic opportunity, to join family, or to study. Others move to escape conflict, persecution or large-scale human rights violations. Still others move in response to the adverse effects of climate change, natural disasters or other environmental factors.

**RSE: Busy Bodies - Puberty**

- **Hygiene is important as bodies go through puberty**
- **Girls and Boys bodies will change during puberty**
- **Y6 only – Human reproduction is when a male's sperm fertilises a female's egg and a child is conceived**

**Vocabulary:**

Justice  
 Equality  
 Poverty  
 Migrate  
 Immigration  
 Democratic/democracy  
 Election  
 Law  
 Criminal justice system  
 Fairtrade  
 Explained choice  
 Asylum seeker  
 Refugee  
 Economic migrant  
 International  
 Migrate/Migration  
 United Nations Rights of a child  
 Dictatorship  
 Communist  
 Mental Health  
 Participation  
 Volunteer  
 Social Justice  
 Moral responsibility  
 Research  
 Discuss  
 Debate  
 Ethnic identities  
 Positive & negative influence  
 Critique  
 Controversial Issues  
 Sensitive Manner  
 Multicultural Nations

**Puberty**

**Menstruation**

**Periods**

**Reproduction**

**Conception**

**Sequence:**

- Democracy and UK Government
- UK law
- Communism and Dictatorships
- Poverty and Fairtrade
- The media
- Migrants/Asylum seekers and refugees
- Being part of a community
- Rights and responsibilities
- Human rights
- Topical issues

**RSE: Busy Bodies**

- Puberty
- Changes at puberty
- What happens to Boys
- What happens to Girls
- Looking after you

Y6 only: How babies are made

**Thinking Deeper:** Consider viewpoints from those of other ethnic groups on the UK and those in other countries/cultures globally

**Links to:**

The Street, Pupil Voice, History, Geography

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<b>Year 5/6</b>	<b>Autumn Term B</b>
<b>Unit: Me and My Future</b>	
<b>Prior Learning: EYFS/Y1/2/3/4 units</b>	
<b>Key Essential Skills and Knowledge:</b>	
<ul style="list-style-type: none"> <li>- Differentiate between essentials and desires – needs and wants related to money?</li> <li>- Make considered decisions about saving, spending and giving including ‘value for money’ and ‘best buys’ and understand possible consequences</li> <li>- Understand and manage my feelings regarding money</li> <li>- Understand different feelings about job/career choices and can reflect on this</li> <li>- Know that people buy things online and have online bank accounts and passwords to keep money safe</li> <li>- Know about the range of jobs (and earnings) and the benefits of employment</li> <li>- Know some of the stereotypes surrounding some career choices</li> <li>- Know about the process of applying for a job and demonstrate key qualities and skills of employability</li> <li>- Know how to keep myself safe when working and what the law says to protect workers</li> <li>- Know about the Equality Act 2010, name the protected characteristics and how this relates to employment and treating people fairly</li> <li>- Describe a range of local businesses and how they are run and the products and / or services they provide</li> <li>- Know and understand how I might make a contribution in the future, including using money earned to support the community</li> <li>- Identify what I like, what I am good at, what I enjoy doing, positive achievements and areas for improvement and worries for the future</li> </ul>	
<b>Sticky Knowledge:</b>	
<ul style="list-style-type: none"> <li>- If money is not managed well it can lead to debt and possible bankruptcy</li> <li>- Benefits of working can include: earning money, financial security, sense of purpose and belonging, boost self-esteem and mental health, employee benefits, retirement provision</li> <li>- Employability skills include things like: good communication, motivation and initiative, leadership, reliability/dependability, following instructions, team work, patience, adaptability, emotional control, resilience</li> <li>- Applying for a job normally requires completing an application form and attending an interview</li> <li>- Children under 16 can have a bank account with parent/guardian supervision</li> <li>- Equality Act 2010 protects people in the workplace and in wider society against direct and indirect discriminations, harassment and victimisation.</li> <li>- Under the Equality Act the 9 Protected Characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation</li> </ul>	
<b>Vocabulary:</b>	
Essentials	

Desires  
Cheap/Expensive  
Bargain  
Saving  
Spending  
Discount  
'Value for money'  
Recruitment  
Interview  
Incomings/Outgoings  
Contributing  
Loan  
Tax  
Bill  
Benefits  
Manage  
CV  
Cost of living  
'best buys'  
ESSENTIAL:  
DISCRIMINATION  
STEREOTYPE  
EQUALITY  
AGE  
DISABILITY  
RACE  
RELIGION/BELIEF  
SEX  
PREGNANCY/MATERNITY  
GENDER REASSIGNMENT  
SEXUAL ORIENTATION  
MARRIAGE/CIVIL PARTNERSHIP  
Employer/Employee /Employability  
Enterprise  
Online Banking  
Equality  
Discrimination  
Entrepreneur  
Pay Scale  
Pay Progression  
Business  
Interest  
Equalities act  
Credit Card  
Debit Card  
Contactless  
Passwords  
Pin Number  
Chip & pin  
Mortgage  
Insurance

**Sequence:**

- Money – needs and wants
- Managing Money - Saving, spending and giving
- Banking
- Employment and career choices
- Local businesses
- The selection process
- Employee rights/The Equality Act
- Me and my Future

**Thinking Deeper:** Consider different backgrounds and life opportunities (money, schooling, career/job aspirations)

**Links to:** Maths, The Street, Geography, Money Matters

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Year 5/6	Spring Term B
<b>Unit: Keeping Myself safe online</b>	
<b>Prior Learning: EYFS/Y1/2/3/4 units</b>	
<p><b>Key Essential Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know the internet has many benefits</li> <li>- Understand how some people use online technology to bully other people and know how to seek help if this happens to them or a friend</li> <li>- Know how to present themselves safely online and understand the potential risks of providing personal information online</li> <li>- Use a range of strategies to protect personal information, including passwords, addresses and images</li> <li>- Understand that the person they may be communicating with on-line may not be who they say they are</li> <li>- Know how to manage requests for images of themselves or others (including from friends); what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable and/or are concerned by such a request</li> <li>- Recognise that not all information on the internet is accurate or unbiased (advertising) and have strategies for identifying the origin of a website</li> <li>- Know the internet has many benefits but know they need to balance time spent on and offline and adhere to the age rating of social media and computer games</li> <li>- Select appropriate tools to collaborate and communicate confidently and safely with others, including friends known in real life</li> <li>- Able to recognise risks, harmful content and contact and know how to report them</li> <li>- Aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health</li> <li>- Understand the need to use respectful language and know the legal consequences for sending offensive online communications</li> <li>- Understand how the media (advertising and internet) may influence my opinions and choices</li> <li>- Have an understanding of how personal information and data is shared and used online</li> <li>- Be a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> </ul>	
<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Age ratings of social media and computer games</li> <li>- Be SMART online - <b>S</b>afe <b>M</b>eeting <b>A</b>ccepting <b>R</b>eliable <b>T</b>ell</li> <li><b>S – Keep personal information safe</b></li> <li><b>M – Don't meet up with strangers you've talked to online</b></li> <li><b>A – Think before you accept anything (pop ups, emails etc) online</b></li> <li><b>R – Not everyone/everything is reliable</b></li> <li><b>T – Tell a trusted adult</b></li> <li>- Online sites/games/apps – Fortnite aged 12, Instagram, Tik Tok, Facebook, Twitter, Snapchat aged 13, WhatsApp aged 16, Call of Duty aged 18</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Communication</p> <p>Environment</p>	

Physical  
Substances  
Consequences  
Safety  
Online  
Offline  
Risks  
Benefit  
Bully  
Risks  
Media  
Online presence  
Report  
Responsibility  
Safety  
Risk  
Independence  
e-safety  
personal information  
passwords  
images  
request  
acceptable/unacceptable  
device  
support  
internet  
social media  
reality  
fantasy  
influences  
negative/positive impact  
offensive  
consequences  
impact  
communicate  
collaborate  
uncomfortable  
appropriate  
media  
advertising  
Balance  
Rules  
Law/legal  
Privacy  
Sharing  
Personal Boundaries  
Harassment  
Discrimination  
Human Rights  
Aggression  
Anti-social behaviour

Situations  
LGBTQ  
Hate crimes  
Sexting

**Sequence:**

- Using the internet responsibly – benefits
- Sharing and storing personal information
- Communicating with others
- Accuracy and Reliability of websites
- Media influence
- Cyber bullying
- Using mobile phones responsibly

**Thinking Deeper:** Consider Online safety in a wide range of situations: at home, abroad, visiting other places

**Links:** Computing, The Street

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Year 5/6	Summer Term B
<b>Unit: Me and My Relationships</b>	
<b>Prior Learning: EYFS/Y1/2/3/4 units</b>	
<b>Key Essential Skills and Knowledge:</b>	
<ul style="list-style-type: none"> <li>- Understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation</li> <li>- Aware of different types of relationships and what makes them a positive, healthy relationships both on and offline</li> <li>- Have the skills to form and maintain a healthy relationship</li> <li>- Know how to respond safely and appropriately to adults I meet (including online) whom I do not know</li> <li>- Know where individuals, families and groups can get help and support</li> <li>- Know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent</li> <li>- Understand what boundaries are appropriate in friendships with peers and others both on and offline</li> <li>- Understand the importance of being respectful to everyone and to recognise and care about others people’s feelings both on and offline but if appropriate I feel able to confidentially challenge their view point</li> <li>- Recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</li> <li>- Understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)</li> <li>- Know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)</li> <li>- Know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong</li> <li>- Name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health</li> <li>- Recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict</li> <li>- Understand the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities</li> <li>- Recognise and challenge discrimination and stereotyping which can happen both on and offline (including age, race, marriage/civil partnership, religion or belief, sexual orientation, gender reassignment, pregnancy/maternity, sex and disability)</li> <li>- Understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult?</li> </ul>	
<b>RSE:</b>	
<ul style="list-style-type: none"> <li>- <b>Know the ways in which children grow and develop in puberty – physically and emotionally</b></li> <li>- <b>Manage my periods (menstruation) or understand how girls manage their periods and am respectful of this</b></li> </ul>	

- **Know how to look after my body and health as I go through puberty**
- **Recognise, approaching puberty, how people's emotions change at that time and how to deal with feelings towards myself, family and others in a positive way**
- **Know about human reproduction including conception? (Year 6 only)**

**Sticky Knowledge:**

- Name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention
- Childline: 0800 1111 or [childline.org.uk/kids](http://childline.org.uk/kids)
- Buzz Us is a text messaging service for young people in North Yorkshire who need support
- NSPCC is a charity that can offer support to children
- Name the 9 protected characteristics: Age, Disability, Sex, Race, Religion/Belief, Marriage/Civil partnership, Sexual Orientation, Gender Reassignment, Pregnancy/Maternity
- Sexual Orientation describes who you are attracted to
- Gender Reassignment is proposing to undergo, undergoing or having undergone a process to reassign your sex.
- Hate Crime is a criminal offence which the victim, or anyone else, thinks is based on someone's prejudice towards them

**RSE**

- **Hygiene is important as bodies go through puberty**
- **Girls and Boys bodies will change during puberty**
- **Y6 only – Human reproduction is when a male's sperm fertilises a female's egg and a child is conceived**

**Vocabulary:**

Prevent

Bacteria

Virus

Immunisation

Forced Marriage

Viewpoint

Dispute

Conflict

Routine

Reaction

Compromise

Dares

Challenge

Boundaries

Confidential

Consent

Physical Contact

Freely Entered

Resist

Pressure

Aggressive

Assertive

Anti-social

Cyber-Bullying

Homophobia

Transphobia  
Biphobia  
Racism  
Hate Crime  
Discrimination  
Diversity  
Disability  
Sexuality

**Puberty**  
**Menstruation**  
**Periods**  
**Reproduction**  
**Conception**

ESSENTIAL:  
PERMISSION-SEEKING  
FORCED MARRIAGE  
RADICALISATION  
MARRIAGE/CIVIL PARTNERSHIP  
AGE  
DISABILITY  
RELIGION/BELIEF  
RACE  
SEX  
SEXUAL ORIENTATION  
GENDER REASSIGNMENT  
PREGNACY/MATERNITY

**Sequence:**

- Health and Hygiene
- Relationships: Healthy and Unhealthy
- Anti-social behaviours
- Discrimination and stereotyping
- Strategies for managing negative situations and risks
- Support networks

**RSE: Busy Bodies**

- Puberty
- Changes at puberty
- What happens to Boys
- What happens to Girls
- Looking after you
- Y6 only: How babies are made

**Thinking Deeper:** Explore changing relationships through history and across different cultures/races/religions.

**Links:** The Street, Collective Worship, Science, Computing