

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.

Year 5/6	Autumn Term A
Unit: My Healthy Lifestyle	
Prior Learning: EYFS/Y1/2/3/4 units	
Key Essential Skills and Knowledge: <i>Healthy lifestyles</i> <i>(Physical wellbeing)</i> - Know the importance on health, wellbeing and happiness of promoting general wellbeing and physical health and what makes a healthy lifestyle - Understand the risks associated with an inactive lifestyle, lack of sleep, characteristics of a poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing (eg weight/obesity, tooth decay, mood and ability to learn) and how to take practical steps to improve these - 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. - Know how eating healthily/balanced diet/nutrition contributes to a healthy lifestyle; principles of planning and preparing a range of healthy meals; how choices affect health; the effects of unhealthy food on the body, feelings, growth, behaviour and ability to learn; what might influence my choice; benefits of eating a balanced diet; the importance of a healthy relationship with food - Know the benefits of regular physical activity and 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. - Know the benefits of time outdoors and helping others - Identify early signs of physical illness such as weight loss, or unexplained changes to the body: know how medicines when used responsibly, contribute to health; that some diseases can be prevented by vaccination and immunisations; how allergies can be managed. - Know that bacteria and viruses can affect health; everyday hygiene routines limit the spread of germs; how to maintain good hygiene - Understand the importance of good oral hygiene, including using fluoride toothpaste, making sure I clean between my teeth and have regular check ups at the dentist - 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. - Know that online content can be positive and negative and can have an impact on my own and others' physical wellbeing as well as the importance of balancing time online with other activities - Manage my time (on and offline) to include regular physical activity and self-care techniques to look after my mental and physical health such as relaxation, rest, spending time with family and friends, hobbies, community participation - Know how and when to seek support, including which adults to speak to in and outside of school if worried about health <i>(Mental Health)</i>	

- Mental health, just like physical health, is part of daily life and it can affect anyone; the importance of taking care of mental health
- Know the factors (positive and negative) that affect mental health, including having a positive self-image
- Manage my time (on and offline) to include regular physical activity and self-care techniques to look after my mental health such as relaxation, rest, spending time with family and friends, hobbies, community participation
- Judge whether what I am feeling and how I am behaving is appropriate and proportionate
- Have an understanding of mental ill health and how important it is for people to get early help to support them
- Understand that the media can have a positive and negative effect on mental health, e.g. body image
- Know that online content can be positive and negative and can have an impact on my own and others' mental wellbeing
- Know that it is common to experience mental health problems and early support can help and where individuals, families and groups can seek support (including recognising triggers for seeking support) including who in school they should speak to when they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- Talk about and deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others, understanding that they, in themselves, are not a sign of a mental health condition
- Resolve differences, looking at alternatives, making decisions and explaining choices
- Know some of the ways of dealing with the feelings that sometimes arise from changes
- Understand what resilience is and have strategies I can use to build my own resilience?

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
- Identify trusted adults

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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The Personal Development document gives more detail around this.

Year 5/6	Spring Term A
Unit: Keeping Myself Safe	
Prior Learning: EYFS/Y1/2/3/4 units	
Key Essential Skills and Knowledge: – Identify hazards and strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, level crossings, online safety and in the local environment (rail, farm, water (water safety code) and fire) – Know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks, including their impact on health – Know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media – Take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including common injuries, ailments and head injuries) make a clear and efficient call 999 in an emergency and the importance of reporting an incident rather than filming it	

- Recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe
- Respond to challenges including recognising, managing and accessing risks in different situations both on and offline and can manage them responsibly
- Explain about legal and illegal harmful substances and associated risks (including smoking, vaping, alcohol use and drug taking) and able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances (including the risk of nicotine addiction from nicotine products such as pouches)
- Explain what is meant by the terms, 'habit' and 'addiction' and why these can be hard to change/break
- Know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media

Sticky Knowledge:

Country code key points :

- Respect everyone
- Protect the Environment
- Enjoy the outdoors

Highway code key points for Pedestrians:

- Use pavements and footways if provided
- If no footpath, walk on the right towards oncoming traffic (single file, close to the side)
- Help other road users see you

Crossing the road key points:

- Stop at the curb or edge of the road before crossing, and to never run into the street.
- Look and listen for traffic to the left, then to the right and then to the left again.
- Continue to watch out for cars as you cross

(Use a crossing if possible and never go between parked cars to cross the street)

Water safety:

- Always swim in a safe place, with an adult, and follow the flags/guidance
- If you fall in – float, breathe, relax
- 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, Whats App aged 13, Call of Duty aged 18
- Films also have age ratings

Habit - a settled or regular behaviour pattern acquired through frequent repetition

Addiction - chronic, often lifelong condition defined by the compulsive use of a substance or engagement in a behaviour, despite harmful physical, psychological, or social consequences

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
Unit: Becoming an Active Citizen	
Prior Learning: EYFS/Y1/2/3/4 units	
Key Essential Skills and Knowledge: - Know what democracy is (UK - local/regional/national), how this government work and how views are take into account when making decisions - Give examples of other types of government - Take part in a democratic event	

- Know the UK law and what happens if you break the law (including how the criminal justice system works)
- Understand different types of 'poverty'
- Know what Fair Trade is
- Express (speech and writing) my views and listen to the views of others respectfully
- Research, discuss and debate topical issues (including those of a controversial nature), problems and events in a sensitive manner
- Critique media representation, showing an awareness of how information is presented and media bias
- Know where to find impartial advice
- Explain the benefits of a multicultural nation
- Know that circumstances in other countries and cultures may be different to our own
- Know why some people have chosen to migrate to the UK
- Know the difference between migrant, asylum seeker and refugee
- Recognise and challenge stereotypes
- Understand how to be part of a community and the benefits of this
- Choices we make (individually, locally, nationally) impact internationally
- Know that individuals and the community need to be taken into account when decision making
- Know that resources can be used in different ways and that economic choices affect everyone and the environment
- Know how to access support groups and find impartial advice
- Demonstrate a sense of social justice and moral responsibility towards others and the environment
- 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

RSE:

- **Know the ways in which children grow and develop in puberty – physically and emotionally**
- **Manage my periods (menstruation) or understand how girls manage their periods and am respectful of this**
- **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:

- England/UK is a democracy.
- The age of criminal responsibility in England, Wales and Northern Ireland is 10-years-old
- 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.
- Bullying (on the basis of: SEND/Race/Religion/Belief/Sexuality - homosexual, transexual, bisexual/Sex etc.) can happen online and offline and to individuals or communities
- Discrimination and Stereotyping of any individual or group should be recognised and challenged

- Sexual harassment is unwelcome and inappropriate sexual remarks or physical advances and should be reported (Trusted Adult/Childline etc.)

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

Homosexual, transexual, bisexual

Sexual harassment

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

through every PSHCE topic. Enrichment activities (ie visits, visitors etc) are regularly used to provide enhanced learning across the school.

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Year 5/6	Autumn Term B
Unit: Me and My Future	
Prior Learning: EYFS/Y1/2/3/4 units	
Key Essential Skills and Knowledge: - Differentiate between essentials and desires – needs and wants related to money? - Make considered decisions about saving, spending and giving including ‘value for money’ and ‘best buys’ and understand possible consequences - Understand and manage my feelings regarding money - Understand different feelings about job/career choices and can reflect on this - Know that people buy things online and have online bank accounts and passwords to keep money safe - Know about the range of jobs (and earnings) and the benefits of employment - Know some of the stereotypes surrounding some career choices - Know about the process of applying for a job and demonstrate key qualities and skills of employability - Know how to keep myself safe when working and what the law says to protect workers - Know about the Equality Act 2010, name the protected characteristics and how this relates to employment and treating people fairly - Describe a range of local businesses and how they are run and the products and / or services they provide - Know and understand how I might make a contribution in the future, including using money earned to support the community - Identify what I like, what I am good at, what I enjoy doing, positive achievements and areas for improvement and worries for the future	
Sticky Knowledge: - If money is not managed well it can lead to debt and possible bankruptcy - Benefits of working can include: earning money, financial security, sense of purpose and belonging, boost self-esteem and mental health, employee benefits, retirement provision - Employability skills include things like: good communication, motivation and initiative, leadership, reliability/dependability, following instructions, team work, patience, adaptability, emotional control, resilience - Applying for a job normally requires completing an application form and attending an interview - Children under 16 can have a bank account with parent/guardian supervision - Equality Act 2010 protects people in the workplace and in wider society against direct and indirect discriminations, harassment and victimisation. - 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 - All socio-economic circumstances and choices should be respected	
Vocabulary: 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'
Socio-economic disadvantage
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

through every PSHCE topic. Enrichment activities (ie visits, visitors etc) are regularly used to provide enhanced learning across the school.

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Year 5/6	Spring Term B
Unit: Keeping Myself safe online	
Prior Learning: EYFS/Y1/2/3/4 units	
Key Essential Skills and Knowledge: - Understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend - Know how to present myself safely online and understand the potential risks of providing personal information online, including that material or pictures may be circulated with no control and no way of deleting it - Use caution and a range of strategies to protect my personal information, including passwords, addresses, privacy settings, location settings and images of myself and others - Identify the pros and cons of different ways of using online connection - Understand that the person that I think I am communicating with on-line may not be who they say they are - Know that the internet contains content that can be inappropriate for children and know where to go for advice/support - Recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website, taking a critical approach to what I see/read online, making responsible decisions about which content (including apps) is appropriate for me - Know the internet has many benefits but I know I need to balance my time spent on and offline and why it is importance to adhere to the age rating of some apps, online gambling, social media and computer games - Understand the risks relating to online gambling, video game monetisation, scams, fraud and other financial harms, the risks of spending excessive time on electronic devices and that gaming can become addictive - Select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life - Able to critically evaluate online relationships, recognise risks, harmful content and contact and now how to report them - Aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communication - Understand how the media (advertising and internet) may influence my opinions and choices - Understand the information found online (incl. search engines) and how information is selected and targeted - Have an understanding of how my information and data is shared and used online and I have rights in relation to sharing personal data, privacy and consent - Know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request - Use mobile phones responsibly : safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)?	
Sticky Knowledge: - Age ratings of social media and computer games - Be SMART online - Safe Meeting Accepting Reliable Tell	

S – Keep personal information safe
M – Don't meet up with strangers you've talked to online
A – Think before you accept anything (pop ups, emails etc) online
R – Not everyone/everything is reliable
T – Tell a trusted adult

Vocabulary:

Communication
Environment
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
Unit: Me and My Relationships	
Prior Learning: EYFS/Y1/2/3/4 units	
Key Essential Skills and Knowledge: - Understand simple, safe routines to prevent the spread of bacteria and viruses and scientific evidence relating to vaccines and immunisation - Aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form, maintain, support and improve a healthy relationship - 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 - Know how to respond safely and appropriately to adults I meet (including online) whom I do and do not know - Know how to (and have the vocabulary and confidence to) report: abuse, concerns about something seen online or experienced in real life, feelings of being unsafe or feeling bad about an adult - Know where individuals, families and groups can get help and support, even when we are unsure who to trust - Communicate effectively both on and off line and manage conflict with kindness and respect, knowing how to be assertive and express needs, setting boundaries and respecting the boundaries of others (friends, family, peers and adults) - Manage feelings, including disappointment and frustration - Discuss the differences between being assertive and being controlling, and conversely the different between being kind to others and neglecting your own needs - Know that the characteristics of friendship that lead to happiness and security include honesty, trustworthiness, loyalty, kindness, trust, sharing interest and experiences and supporting with problems or difficulties - Understand what sorts of boundaries are appropriate in friendships with peers and others (including online) and the importance of personal space and consent - Know the conventions of courtesy and manners - Understand that I should be treated with respect by others and also show respect to others, including those who are different (eg physically, in character, personality or background, make different choices, have different preferences or beliefs), able 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 - Have a strong sense of my own identity, developing my own interests and skills and knowing the importance of self respect - 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)	

- Understand that civil partnerships and marriages (including same sex relationships) represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong and are freely entered into by both people
- Know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)
- Know how to ask for help and have a range of strategies to resist pressure online and off line to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong
- 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
- Recognise when a relationship is harmful or dangerous (know who to trust and who not to trust)
- Recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict
- Realise 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
- 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)
- 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
- Know that change and loss can provoke a range of feelings and grief is a natural response to bereavement, understanding that everyone grieve differently

Sex education:

- **Know the ways in which children grow and develop in puberty – physically and emotionally**
- **Know how to look after my body and health as I go through puberty**
- **Know facts about the menstrual cycle, how to manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this**
- **Know about human reproduction including conception (Y6 only)**
- **Recognise, as I approach puberty, how people’s emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way**

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](https://www.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
- Bullying (on the basis of: SEND/Race/Religion/Belief/Sexuality - homosexual, transsexual, bisexual/Sex etc.) can happen online and offline and to individuals or communities
- Discrimination and Stereotyping of any individual or group should be recognised and challenged
- Sexual harassment is unwelcome and inappropriate sexual remarks or physical advances and should be reported (Trusted Adult/Childline etc.)

Sex education:

- 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
PREGNANCY/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