

RSHE Curriculum Year 5

National Curriculum target links:			
		Healthy and safe Anti-bullying Relationships and Sex Education (RSE)	Emotional Health Citizenship / British Values Values – inc. diversity and equal opportunities
SG = contributes to safeguarding			
	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	Week 1 Character Education https://www.jubileecentre.ac.uk/1635/character-education ISHI Character Education Aspirations Talents – experiencing success	Week 1 Character Education https://www.jubileecentre.ac.uk/1635/character-education Class virtue – Respect	Week 1 Character Education https://www.jubileecentre.ac.uk/1635/character-education Class virtue – Respect
	Week 3 Class virtue – Respect		
	Week 5 Healthy lifestyles Healthy and safe Citizenship / British Values – rights and responsibilities Children will learn: • about how their own lifestyle contributes to health SG	Week 3 Gender differences Healthy and safe Children will learn: • about development from birth and specific body parts SG Children should: • be able to name these parts and understand their function SG	Week 3 Setting personal goals Emotional Health Citizenship / British Values – rights and responsibilities Children will learn: • how to set goals and targets for themselves Children should: • produce a personal plan

	<ul style="list-style-type: none"> • what is meant by the term ‘habit’ and why habits can be hard to change • about taking care of their body, understanding that they have autonomy and the right to protect their body <p>Children should:</p> <ul style="list-style-type: none"> • conduct a local survey to understand more about eating habits 	<p>Week 5</p> <p>Drug education</p> <p>Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety SG, <p>SG</p> <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations SG 	<p>Week 5</p> <p>Personal Safety</p> <p>Emotional Health</p> <p>Citizenship / British Values – rights and responsibilities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about situations which could cause them personal risk SG • that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child SG • that these universal rights are there to protect everyone and primacy over national law and family and community practices SG <p>Children should:</p> <ul style="list-style-type: none"> • develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) SG • know what is meant by ‘privacy’ • know that they have a right to keep things ‘private’;
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<p>Relationships</p>	<p>Week 7 Relationships Emotional Health Children will learn:</p> <ul style="list-style-type: none"> • more about a range of issues that can affect families • about change, including transitions loss, separation, divorce and bereavement SG • how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share SG Children should: 	<p>Week 7 Coping with bullying Anti-bullying Emotional Health Children will learn:</p> <ul style="list-style-type: none"> • about how to deal with bullies SG <p>Children should:</p> <ul style="list-style-type: none"> • use role-play or other to demonstrate techniques they have learnt SG 	<p>Week 9 Being left out Anti-bullying Children will learn:</p> <ul style="list-style-type: none"> • how it feels to be excluded or discriminated against SG • the responsible use of mobile phones: safe keeping and who to talk to if they feel uncomfortable or concerned by requests for personal images, or images of others. SG <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe how this feels SG

	<ul style="list-style-type: none"> • be aware of some of the problems families/parents can face 		<p><u>Week 10</u> <u>Healthy Family Relationships - San</u> Expect Respect Toolkit – PPT Should you always keep a secret?</p>
<p>Living in the Wider World</p>	<p><u>Week 9</u> <u>All are Welcome</u> To learn from our past To justify my actions To recognise when someone needs help To appreciate artistic freedom To accept people who are different from me</p> <p><u>Week 11</u> <u>Living in the Wider World</u> Emotional Health Values Children will learn: <ul style="list-style-type: none"> • 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’ in the Equality Act 2010) • about images and stereotypes SG Children should:</p>	<p><u>Week 9</u> <u>Stereotypes and changing Democracy simulation</u> Citizenship / British Values – democracy and government Children will learn: <ul style="list-style-type: none"> • about how local democracy works Children should: <ul style="list-style-type: none"> • use a simulation to develop understanding of democracy Diversity Values- diversity Children will learn: <ul style="list-style-type: none"> • about the lives of people living in other places, and people with different values and customs SG Children should: <ul style="list-style-type: none"> • appreciate the range of national, regional, religious and ethnic identities in the United Kingdom SG </p>	<p><u>Week 11</u> <u>Global community project – Refugee Week</u> Citizenship / British Values – sustainable development Values- diversity Children will learn: <ul style="list-style-type: none"> • about issues facing refugees, particularly in their local community SG Children should: <ul style="list-style-type: none"> • produce materials for Refugee Week for the school Working together Children will learn: <ul style="list-style-type: none"> • how they can work together to bring about change Children should: • listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns SG, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view </p>

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	<ul style="list-style-type: none"> • be aware of the need to challenge these SG Money and saving Citizenship / British Values – financial capability, work Children will learn: • about saving and spending Children should: • run a simple marketing project in teams 		<ul style="list-style-type: none"> • work collaboratively towards shared goals to develop strategies SG to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, how to respond and ask for help) <p>SG</p>
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Aspect	Date covered
Circle time - fortnightly	Termly
Mission statement	Autumn
<u>All class virtues – Respect</u> Love, kindness, friendship, courage, equality, responsibility,	First week in September and then revisit
Aspirations	First week in September and then revisit
Success for all	
Staying safe	
<u>All are Welcome</u> To learn from our past	

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To justify my actions To recognise when someone needs help To appreciate artistic freedom To accept people who are different from me	
<u>RSE – Journey in Love</u> God loves me in my changing and development	Spring Term 2
<u>Healthy Family Relationships</u> Expect Respect Toolkit – PPT Should you always keep a secret? - Floor book	February
Emotional wellbeing - Ishi	September Assembly – ongoing