

Term	Lesson	Aim	Against New Guidance 2020/ possible activities / key teaching points	Key vocabulary
AUT 1	Introduction to RSE <b><u>Must be first lesson</u></b>	Pupils understand what RSE stands for and its importance to their development. Pupils come up with agreement on behaviours within these lessons. Pupils understand that these lessons can be malleable and about things that they think are important. We will discuss things that concern them as well as some set lessons that are important for everybody to learn. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Introduction to child line – what do they think are the order of the top ten reasons why a child would call child line	<ul style="list-style-type: none"> <li>• The conventions of courtesy and manners.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• Where to get advice e.g. family, school and or other sources (childline)</li> </ul>	Kindness Understanding Respect
AUT 1	My beliefs	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</b></li> <li>• About different types of bullying (including cyberbullying <b>Sexual harrasment</b>), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	Sexuality Homosexual Bisexual Hetrosexual Transsexual Pronouns Misgendering
AUT1	My rights and responsibilities	Pupils have strategies for keeping safe online, knowing personal information including images of themselves and others can be shared without their permission	<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>	Permission Consent to share something online Online friendships
AUT 1	Asking for help	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material including who to talk to about what they have seen	<ul style="list-style-type: none"> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> <li>• Where and how to report concerns and get support with issues online.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	Trusted adult safe and unsafe Explicit imagery

AUT 2	My feelings	Pupils can anticipate how their emotional may change as they approach and move through puberty	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• <b>Finding others attractive- how to remain respectful</b></li> </ul>	Puberty Physical changes Emotional changes Menstrual cycle periods feelings Range of scientific vocabulary including Vulva, Vagina, Penis, Breasts, Anus etc Wet dreams
AUT 2	My Body	Pupils can anticipate how their body may change as they approach and move through puberty	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>• See RSHE lead for supporting books and videos</li> </ul>	See above
AUT 2	My relationships	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• <b>Child on Child relationships</b></li> </ul>	Healthy relationships Unhealthy relationships Trusted adult
SPR 1	Healthy Lifestyles	Pupils understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Pupils understand the link between sleep and good mental health	<ul style="list-style-type: none"> <li>• Discuss why we actually need sleep, what it does and how it allows our body to rest and repair.</li> <li>• Discuss how to get ready for sleep- not playing computer games that may cause excitement or stress (online games such as Fifa, fortnight or overwatch). No back lit screen time. Reading with a lamp etc</li> <li>• Discuss the link between healthy sleep patterns and keeping mentally healthy.</li> <li>• Children can design an evening timetable where they show when to start to wind down, when to stop being on their screens etc.</li> </ul>	Sleep mental health physical health screen time
SPR 1		The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<ul style="list-style-type: none"> <li>• Look at the effects of smoking and drinking then look at adverts from the past about drinking and smoking- what do they show? Glamourising etc</li> </ul>	Smoking Vaping Alcohol

		Pupils understand that people may take substances to feel better in the short term (mental health)	<ul style="list-style-type: none"> <li>• Discuss whether they think that if alcohol had been found now whether the children think governments would keep it legal?</li> <li>• Why do people drink and smoke? Feels good, they worry less e.g. link to mental health and how it could be masking (especially drink) worries or anxieties.</li> </ul>	Medication Drugs
SPR 1		The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Mental health	<ul style="list-style-type: none"> <li>• Link back to last lesson about drinking making people feel good. This lesson devote to illegal drugs and harm that may come from long term use (again link to potential mental health problems).</li> <li>• The effect of cannabis on a growing brain.</li> <li>• Practise how to say no to strangers dealing drugs and, more importantly, your peers.</li> <li>• <b>Child on Child peer pressure</b></li> </ul>	Legal drugs Illegal drugs Cannabis Peer pressure Child on Child peer pressure
SPR 1	Healthy Lifestyles: Road Safety	Pupils will learn about road safety issues in their local area. They will explore local statistics and consider a range of awareness resources relating to road safety. Useful resources: <a href="https://www.think.gov.uk/resource/expect-the-unexpected/">https://www.think.gov.uk/resource/expect-the-unexpected/</a> <a href="https://www.think.gov.uk/wp-content/uploads/2018/09/4.-Road-ready-lesson-1.pdf">https://www.think.gov.uk/wp-content/uploads/2018/09/4.-Road-ready-lesson-1.pdf</a>	<ul style="list-style-type: none"> <li>• Watch the government 'Expect the Unexpected Film'</li> <li>• Use 'THINK!' Map to explore statistics of accidents in Dereham / wider local community</li> </ul>	Safety distractions (talking, headphones etc)
SPR 2	Keeping safe with technology	<b>Children understand that a lot of computer games have micro transactions and DLC and that these often cost money</b> <b>Children understand the difference between in game currency and real money</b> <b>Children are aware of the links between gambling within games and gambling as an adult</b> <a href="file:///C:/Users/mrking.DJA/Downloads/Online-gaming-and-gambling-in-children-and-adolescents_.pdf">file:///C:/Users/mrking.DJA/Downloads/Online-gaming-and-gambling-in-children-and-adolescents_.pdf</a>	<ul style="list-style-type: none"> <li>• Children talk about how it is sometimes tricky to work out whether in game currency is earned or bought.</li> <li>• Make clear to children that gambling under 16 is illegal- show some gambling (lottery, poker (online) roulette).</li> <li>• Link the above to buying a fifa bundle (where people pay but don't know what they're getting) this could also link to buying packs of stickers and LOL surprise doll etc where you don't know what is inside. (This a form of gambling).</li> <li>• Petition toy companies to say what is inside of their products and not let it be up to chance.</li> </ul>	Gambling Microtransactions In game currency/money real money
SPR 2		Children understand that a mobile phone is a privilege that parents allow. Children should be using a mobile phone safely and responsibly	<ul style="list-style-type: none"> <li>• Make sure that we discuss that children get a phone at different times of their life and that it is their parent's decision- discuss why parents might want children to wait for a phone.</li> <li>• Produce a list of what modern phones can do and list whether each feature could present a danger to children</li> <li>• Make an analogy about younger children not understanding some dangers (eg why do parents put reins on toddlers) just like that example parents understand dangers of a mobile phone more than children of 10 and 11 so it is important to listen</li> </ul>	Responsibility Mobile phone safety Online safety Trusted Adult
SPR 2		Pupils have considered how to manage accidental exposure to explicit images and upsetting online material including who to talk to about what they have seen Children understand that a mobile phone is a privilege that parents allow. Children should be using a mobile phone safely and responsibly	<ul style="list-style-type: none"> <li>• Give a few examples of 'problem page style problems' to the children about phones and get them to answer it <ul style="list-style-type: none"> <li>○ Parents not allowing their children a phone</li> <li>○ Child's friends has sent them something they didn't like</li> </ul> </li> </ul>	Trusted adult inappropriate (films tv etc) Child on Child pressure Trusted adult inappropriate (films tv etc) Child on Child pressure

			<ul style="list-style-type: none"> <li>○ Someone keeps being messaged by someone much older than them (discuss the anxiety that may cause link to mental health)</li> <li>● Create a 'contract' between children and parents about things they must agree to if the child is allowed on their parents phone/ given a phone of their own</li> </ul>	
SUM 1	Changing relationships	Pupils understand about death and the grieving process and the emotions that come with this <b><u>(Letter to go out in advance incase parent feels their child needs to be withdrawn)</u></b>	<ul style="list-style-type: none"> <li>● Discuss how death is a fact of life</li> <li>● Show children how they can best remember someone positively</li> <li>● Go through what usually happens at a funeral</li> </ul>	Grieving Funerals Emotions life and death
SUM 1	Kindness and prejudice	Pupils understand that homophobic language will not be tolerated and how they can intervene when they know something is wrong	<ul style="list-style-type: none"> <li>● Discuss how people who are gay have been persecuted in the recent history- it wasn't until 1987 that homosexuality stopped being considered a mental health problem.</li> <li>● Discuss the terms homosexual, heterosexual and bisexual.</li> <li>● Make children aware that using some words like 'gay' as a negative is really hurtful to all people but especially young people who over the next 4-5 years will be coming to terms with their sexuality.</li> </ul>	Child on Child prejudice Prejudice Racism Mixed ethnic groups (Do not use BAME) Homophobia Homosexual Bisexual illegal
SUM 1	Basic first aid (May need two lessons)	Pupils can understand how to give CPR to someone until a medical team arrives Pupils can practise putting someone into the recovery position Pupils can think about how they can help someone who is choking	<ul style="list-style-type: none"> <li>● Heart start- first half of training                             <ul style="list-style-type: none"> <li>○ Choking</li> <li>○ Recovery position</li> </ul> </li> </ul>	Recovery position 999 emergency services safety
SUM 2	Pupil voice Friendships.  From the survey of last year's children, this was one of the three main areas children said they wanted more help with	The following three lessons may change every year. Because they will be affected as a result of a pupil voice that the RSHE lead will design in early Summer 1. I have put the result of the last survey as an indication of what may come up		
SUM 2	Pupil Voice Puberty  From the survey of last years children, this was one of the three main areas children said they wanted more help with			
SUM 2	Pupil Voice Online safety.  From the survey of last years children, this was one of the three main areas children said they wanted more help with			

Year 5 RSHE Medium Term Plan- **Please do not share with anyone outside of DJA without permission.**

The colours correspond to sequences of lessons so if you decide to re-arrange the MTP to fit your topics better you must keep the same colours together and in the same order.

You can change when you decide to do something i.e. you may wish to move keeping safe with technology lessons into the first half term and move My beliefs, My rights and responsibilities and Asking for help to SPR 2. That is absolutely fine just make sure it works for you.

Puberty lessons must not be left until summer. Ideally you would want those lessons before then with a recap lesson in Summer 2.

Lessons in Summer 2 will be based on what the children feel they need after a pupil voice by RSHE lead in combination with YGL

In every lesson there must be a slide on mental health unless there is no obvious link.

Evidence for these lessons will be in the form of YG powerpoints/Smart boards + Class books

The 'what we can do differently' box is if you think something really hasn't worked and needs looking at for subsequent years.

All lessons in Green and Yellow are from the Josie Wells pack that we bought into