

PSHE Matters Curriculum Coverage: Year 5 and Year 6

Expected Vocabulary and Curriculum Objectives.

Cycle A	Curriculum Objective	Vocab
<p>Being Healthy / Autumn One</p> <p>Core Theme: Health and Wellbeing: H1, H2, H3, H4, H5, H6, H7, H8, H9, H11, H12, H13, H14, H15, H16</p> <p>Protected characteristics covered: disability</p>	<p>H1- Identifying what affects their physical/mental health. H2- Understanding what a balanced, healthy lifestyle means. H3- Identifying what influences our choices to have a balanced lifestyle. H4- Recognising that habits can have both positive/negative effects on a healthy lifestyle. H5- Recognising early signs of physical illness. H6- Exploring a balanced/unbalanced diet and the effects. H7- Recognising opportunities/risks associated with an active/inactive lifestyle. H8- Identifying routines that support good quality sleep; the effects the lack of sleep. H9- Understanding the importance of personal hygiene and how to maintain it. H11- Identifying good oral hygiene; the impact of lifestyle choices on dental care. H12- Identifying how to keep safe from sun damage and reduce the risk of skin cancer. H13- Identifying strategies for managing/balancing time online/offline. H14- Identifying how and when to seek support if they are worried about their health. H16- Identifying strategies and behaviours that support mental health.</p>	<p>Wellbeing, learn, give, take notice, be active, connect, kindness, habits, mental health, sleep, diet, exercise, dental health, stigma</p>
<p>Relationships / Autumn Two</p> <p>Core Theme: Relationships: R1, R3, R4, R5, R6, R7, R8, R9, R10, R11, R14, R16</p> <p>Protected characteristics covered: age, race, religion or beliefs, being married or in civil partnership, sexual orientation, sex</p>	<p>R1- Recognising that there are different types of relationships. R3- Understanding what marriage and civil partnership means. R4- Understanding that forced marriage is a crime. R5- Recognising different types of loving, caring and committed relationships. R6- Identifying the difference between healthy/unhealthy relationships. R7- Recognising and respecting that there are different family structures. R8- Recognising the characteristics of healthy family life. R9- Recognising how to seek advice if family relationships make them unhappy. R10- Identifying the strategies to build positive friendships and how friendships can support wellbeing. R11- Identifying what constitutes a positive healthy friendship. R14- Comparing the difference between healthy/unhealthy friendships. R16- Exploring how friendships can change and the benefits of having different types of friends.</p>	<p>Attributes, responsibilities, passive, aggressive, assertive, confidential, diverse adults couples, marriage, civil partnership, commitment, single parent, same-sex parents,</p>
<p>Exploring Emotions / Spring One</p> <p>Core Themes: Health and Wellbeing H18, H19, H20, H21, H22, H24, H29</p>	<p>H18- Identifying the everyday things that affect feelings and the importance of expressing how we feel. H19- Using a varied vocabulary when talking about feelings and how we can express feelings in different ways. H20- Identifying strategies that they could use to respond to feelings. H21- Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others. H22- Recognising that anyone can experience mental ill health. H24- Identifying strategies for dealing with emotions, challenges and change. H29- Identifying how to reframe unhelpful thinking.</p>	<p>Embarrassment, conflicting emotions, barrier, intense, obsessed, disputes, mortified, exuberant, devastated, nonplussed,</p>
<p>Difference and Diversity / Spring Two</p> <p>Core Theme: Relationships: R20, R21, R30, R31, R32, R34</p>	<p>R20- Identifying strategies to respond to hurtful behaviours. R21- Describing what discrimination means can affect other people. R30- Recognising that our own behaviour can affect other people. R31- Describing how to respect others. R32- Resecting/recognising the differences/similarities between people</p>	<p>Mental health problem, gay, lesbian, homosexual, personality, interests, gender identity, sexual orientation, age, culture, religious beliefs</p>

<p>Living in the Wider World: L4, L8, L10, L12</p> <p>Health and Wellbeing: H25, H26, H27, H28</p> <p>Protected characteristics covered: race, religion or belief, being married or in civil partnerships, sex, sexual orientation, gender reassignment, disability</p>	<p>R34- Debating topical issues with respect.</p> <p>L4- Identifying the importance of having compassion towards others.</p> <p>L8- Discussing diversity: what is means; the benefits of living in a diverse community.</p> <p>L10- Understanding prejudice.</p> <p>L12- Exploring how to make safe, reliable choices from search results.</p> <p>H25- Identifying what contributes to who we are.</p> <p>H26- Understanding that for some people gender identity does not correspond with biological sex.</p> <p>H27- Recognising their individuality and personal qualities.</p> <p>H28- Identifying personal strengths, skills, achievements and interests.</p>	
<p>Bullying Matters / Summer One</p> <p>Core Theme: Relationships: R13, R17, R18, R19, R20, R21, R25, R30</p> <p>Protected characteristics covered: race, disability, sexual orientation, sex</p>	<p>R13- Recognising the importance of seeking support if feeling lonely or excluded.</p> <p>R17- Identifying positive strategies that may help to resolve disputes in friendships.</p> <p>R18- Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.</p> <p>R19- Recognising the impact of bullying and the consequences of hurtful behaviour.</p> <p>R20- Suggesting strategies to respond to hurtful behaviour.</p> <p>R21- Discussing what discrimination means and how to challenge it.</p> <p>R25- Identifying strategies to respond to unwanted touch.</p> <p>R30- Recognising that our own behaviour can affect other people.</p>	<p>STOP (Several Times on Purpose), START (Start Telling and Reporting), insult, direct, indirect, cyberbullying, banter, name-calling, discrimination, prejudice</p>
<p>RSHE Week/Summer Two (Year 5)</p> <p>Clued Up for Growing Up</p> <p>Core Themes: Health and Wellbeing: H27, H30, H33, H34, H35 Relationships: R1, R2, R3, R5, R6, R7, R8, R9, R21, R29, R32, R33, R34 Living in the Wider World: L2, L3, L4, L6, L7, L8, L9, L10, L26, L27, L30, L31</p>	<ul style="list-style-type: none"> to identify the basic facts about pregnancy and the reproductive organs to consider the responsibility of becoming a parent to explore the United Nations Convention of the Rights of the Child to explore a range of different families to identify professionals who can provide support to families 	<p>penis, vagina, pregnant, womb, testicles, appropriate touch, breasts, genitals, foetus, anus puberty, pubic hair</p> <p>sperm, egg/ovum, ovaries, urethra period, masturbation, hormones sexual intercourse, conception semen, erect, erection, semen ovulation, labia, cervix, clitoris foreskin, wet dream, menstruation ejaculation</p>
<p>RSHE Week/Summer Two (Year 6)</p> <p>Clued Up for Growing Up</p> <p>Core Themes: Health and Wellbeing: H1, H4, H9, H14, H17, H18, H27, H28, H30, H31, H32, H33, H34 Relationships: R1, R2, R5, R6, R7, R9, R10, R11, R13, R14, R16, R17, R18, R25, R26, R28, R29, R31, R32 Living in the Wider World: L4, L6, L7, L8, L25, L26, L27, L28, L30, L31</p>	<ul style="list-style-type: none"> to explore physical and emotional changes during puberty to know and understand the importance of personal hygiene during puberty to understand how babies are conceived to recognise different types of relationships to explore aspirations for the future 	

<p>Changes / Summer Two</p> <p>Core Theme: Health and Wellbeing: H17, H18, H19, H21, H23, H24, H36</p>	<p>H17- Recognising that feelings can change over time, and range in intensity. H18- Identifying the everyday things that affect feelings, and the importance of expressing how we feel. H19- Using a varied vocabulary when talking about feelings. H21- Recognising the signs when someone may be struggling and how to seek support. H23- Discussing change and loss, and how these can affect feelings, thoughts and behaviours. H24- Identifying strategies for dealing with emotions, challenges and change. H36- Identifying strategies to manage transitions between classes and key stages.</p>	<p>Transition, conflicting emotions, stress, anxiety, worries, solutions, self-care, coping strategies</p>
<p>Cycle B</p>		
<p>Being Me / Autumn One</p> <p>Core Themes: Living in the Wider World: L6, L7, L8, L10, L25 Relationships: R30, R32, R33 Health and Wellbeing: H25</p> <p>Protected characteristics covered: age, race, religion or belief, sex, sexual orientation, disability</p>	<p>L6- Identifying the different groups that make up their community. L7- Describing the different contributions that people/groups make to the community. L8- Discussing diversity: what it means; the benefits of living in a diverse community. L10- Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced. L25- Recognising positive things about themselves/achievements and can set goals. H25- Identifying what contributes to who we are. R30- Recognising that our own behaviour can affect other people. R32- Respecting and recognising the differences and similarities between people. R33- Listening to and responding respectfully to a wide range of people.</p>	<p>Talents, skills, abilities, similarities, difference, thoughtful, personality traits, strengths/ weaknesses, interests, hobbies, likes/ dislikes, attitude, aspirations, beliefs, quirks, proud, community</p>
<p>Being Responsible/ Autumn Two</p> <p>Core Theme: Living in the Wider World: L1, L2, L3, L4, L5</p> <p>Protected characteristics covered: all</p>	<p>L1- Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2- Recognising there are human rights, that are there to protect everyone. L3- Understanding the relationships between rights and responsibilities. L4- Identifying the importance of having compassion towards others. Explaining how to show care/concern. L5- Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment.</p>	<p>Human rights, United Nations, protected, law, parliament, debate, vote, democracy, community, celebrating diversity</p>
<p>Drug Education / Spring One</p> <p>Core Theme: Health and Wellbeing: H4, H44, H46, H47, H48, H49, H50 Relationships: R15</p>	<p>H4- Recognising that habits can have both positive and negative side effects on a healthy lifestyle. H44- How to respond in an emergency situation. H46- Exploring the risks/effects of legal drugs common to everyday life. H47- Recognising that there are laws surrounding the use of legal drugs. H49- Recognising the mixed messages in the media. H50- Identifying the people they can talk to if they have concerns. R15- Identifying strategies to manage peer influence and the desire for peer approval.</p>	<p>Caffeine, equivalent, decay, extractions, obesity, addictive, diseases, drunk, function, organs, collapsed, habit, chemicals, substances, cigarettes, influences.</p>
<p>Growing Up / Spring Two</p> <p>Core Themes: Health and Wellbeing: H27, H28, H30, H31, H32, H33, H34, H35 Relationships: R2, R26, R29 Living in the Wider World: L11, L16</p> <p>Protected characteristics covered:</p>	<p>H27- Recognising their individuality and personal qualities. H28- Identifying personal strengths, skills, achievements and interests. H30- Identifying the external genitalia and the internal reproductive organs and how the process of puberty relates to human reproduction. H31- Identifying the physical and emotional changes that happen when approaching/during puberty. H32- Identifying the importance of keeping clean and how they maintain personal hygiene. H33- Understanding the human life cycle. H34- Identifying when to get advice. H35- Recognising the responsibilities growing up brings. R2- Recognising that people may be attracted to someone emotionally, romantically and sexually. R26- Recognising what seeking and giving permission (consent) means.</p>	<p>Puberty, testicles, sperm, eggs, develop, adolescent, emotional changes, physical changes, self-conscious, embarrassed, healthy relationship, love, airbrushing, filters, selfie</p>

age, being pregnant or on maternity leave, religion or belief, sex, sexual orientation	<p>R29- Explaining where to get advice or report concerns if worried.</p> <p>L11- Recognising ways in which social media can be used positively and negatively.</p> <p>L16- Identifying how images on social media can be manipulated.</p> <p><i>Please note links with statutory requirements in Science - the Year 1 and 2 National Science Curriculum Programme of Study states that children should be taught to:</i></p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop to old age 	
<p>Money Matters / Summer One</p> <p>Core Themes: Living in the Wider World: L21, L22, L23, L24, L25, L26, L27, L28, L29, L30, L31, L32</p>	<p>L21- Understanding different ways to keep track of money.</p> <p>L22- Understanding the risks associated with money and ways of keeping money safe.</p> <p>L23- Identifying the risks involved in gambling activities.</p> <p>L24- Identifying the ways that money can impact on people's emotions.</p> <p>L25- Recognising positive things about themselves and can set goals.</p> <p>L26- Identifying there is a broad range of different jobs/careers.</p> <p>L27- Exploring what is meant by stereotypes.</p> <p>L28/L29- Recognising that there are many factors which may influence a person's job or career choice.</p> <p>L30- Recognising some of the skills that will help them in their future careers.</p> <p>L31- Identifying the kind of job that they might like to do when they are older.</p> <p>L32- Recognising a variety of routes into careers.</p>	<p>Advertising, manufacturing, techniques, product, critical consumer, save, borrow, loan, steal, wait, debt, interest, HMRC, tax, council tax, bills, fair trade, employability, entrepreneur, profit margin,</p>
<p>RSHE Week/Summer Two (Year 5)</p> <p>Clued Up for Growing Up</p> <p>Core Themes:</p> <p>Health and Wellbeing: H27, H30, H33, H34, H35</p> <p>Relationships: R1, R2, R3, R5, R6, R7, R8, R9, R21, R29, R32, R33, R34</p> <p>Living in the Wider World: L2, L3, L4, L6, L7, L8, L9, L10, L26, L27, L30, L31</p>	<ul style="list-style-type: none"> • to identify the basic facts about pregnancy and the reproductive organs • to consider the responsibility of becoming a parent • to explore the United Nations Convention of the Rights of the Child • to explore a range of different families • to identify professionals who can provide support to families 	<p>penis, vagina, pregnant, womb, testicles, appropriate touch, breasts, genitals, foetus, anus</p> <p>puberty, pubic hair</p>
<p>RSHE Week/Summer Two (Year 6)</p> <p>Clued Up for Growing Up</p> <p>Core Themes:</p> <p>Health and Wellbeing: H1, H4, H9, H14, H17, H18, H27, H28, H30, H31, H32, H33, H34</p> <p>Relationships: R1, R2, R5, R6, R7, R9, R10, R11, R13, R14, R16, R17, R18, R25, R26, R28, R29, R31, R32</p> <p>Living in the Wider World: L4, L6, L7, L8, L25, L26, L27, L28, L30, L31</p>	<ul style="list-style-type: none"> • to explore physical and emotional changes during puberty • to know and understand the importance of personal hygiene during puberty • to understand how babies are conceived • to recognise different types of relationships • to explore aspirations for the future 	<p>sperm, egg/ovum, ovaries, urethra</p> <p>period, masturbation, hormones</p> <p>sexual intercourse, conception</p> <p>semen, erect, erection, semen</p> <p>ovulation, labia, cervix, clitoris</p> <p>foreskin, wet dream, menstruation</p> <p>ejaculation</p>

<p>Being Safe / Summer Two</p> <p>Core Theme: Health and Wellbeing: H13, H37, H39, H41, H42, H43, H44</p> <p>Relationships: R23, R28, R29</p> <p>Living in the Wider World: L11, L12, L13, L14, L15, L16</p>	<p>H13- Identifying strategies for balancing time online/offline.</p> <p>H37- Identifying reasons for following age regulations and restrictions.</p> <p>R12/H38- Identifying how to predict, assess and manage risk in different situations.</p> <p>H39- Understanding what hazards may cause harm, injury or risk they can do to reduce risks and keep safe.</p> <p>H41- Identifying strategies for keeping safe in the local environment or unfamiliar places.</p> <p>H42/R29- Identifying strategies for keeping safe online.</p> <p>H43- Demonstrating basic techniques for dealing with common injuries.</p> <p>H44- Demonstrating how to respond/act in an emergency situation.</p> <p>R23- Recognising online risks, harmful content/behaviours and how to report concerns.</p> <p>R25- Recognising acceptable/unacceptable physical contact.</p> <p>R28- Can recognise pressure from others.</p> <p>L11-L16- Recognising ways in which the internet and social media can be used positively and negatively and identifying ways to stay safe.</p>	<p>Pedestrian, independent, risk, hazard, danger, habit, addictive, social media, body image, fear of missing out, 'likes', secret, extremism, critical thinking, blogs, live streaming, online gaming</p>
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