



Marlborough Primary Academy
RSHE Long Term Planning 2021 - 2022

Subject - RSHE
LEARNING SEQUENCE

- EHCP & SEND Support refer to IEPs for the individual children.
- Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
- Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

EYFS/Year 1	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1 - Who is special to us?(1)	This unit links with the RE unit about being special and belonging. This unit is good to start the year with the new intake of Reception children.	Relationships & Living in the Wider World. PoS refs: L4, R1, R2, R3, R4, R5	Understanding of different relationships. Ourselves and others; people who care for us; groups we belong to; families Develop effective relationships Recognise when relationships make them unhappy. Know what to do/who to tell if they are worried.	*that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried	family special friends relatives love care belong
Autumn 2 – What is the same and different about us?(1)	This unit develops the children’s understanding that we all have unique	Relationships Ourselves and others; similarities and	Identify what they like and dislike and are good at.	what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have	Like Dislike Similar Different

	identity with similarities and differences.	differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	Identify how they are similar and different to others. Identify qualities and features that are unique to them.	in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private – PANTS RULE week (end Autumn 1)	Difference strengths
Spring 1 - What helps us stay healthy?(1)	Link to Self-Care EYFS. UW – know that there are people who can help us look after our health and well-being.	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	Identify those people in our family & community that keep us healthy Recall routines/self-care in order to be hygienic. Recognise the role of medicines/vaccinations to maintain health.	what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing	Health Healthy Hygiene Doctor Dentist Nurse injections
Spring 2 - What can we do with money?(1)	Make links with the children’s understanding of money.	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	Identify needs and wants and the choices people make with money. Discover how people obtain money.	what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this	Money Saving Want need
Summer 1 - Who helps to keep us safe?(1)	This unit supports children to understand what to do in situations where they feel unsafe.	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	Identify different roles in the community. Identify who and how to ask for help. Recall how to keep themselves safe with adults they don’t know. Recall how to respond in an emergency.	that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say • how to respond safely to adults they don’t know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say	Safe unsafe Safety Worries Problems Share emergency

Summer 2 - How can we look after each other and the world?(1)	This unit helps the children explore how we can behave in a caring considerate way towards others and the impact that kindness has in our school and wider communities.	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	Identify acts of kindness Recall how we can care for people and animals.	how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively <ul style="list-style-type: none"> the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group 	Kind Caring Support Cooperate Responsibility change
YEAR 1/2	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1 - Who is special to us?(1)	This unit links with the RE unit about being special and belonging. This unit is good to start the year with the new intake of Reception children.	Relationships & Living in the Wider World. PoS refs: L4, R1, R2, R3, R4, R5	Understanding of different relationships. Ourselves and others; people who care for us; groups we belong to; families Develop effective relationships Recognise when relationships make them unhappy. Know what to do/who to tell if they are worried.	*that family is one of the groups they belong to, as well as, for example, school, friends, clubs <ul style="list-style-type: none"> about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	family special friends relatives love care belong
Autumn 2 – What is the same and different about us?(1)	This unit develops the children's understanding that we all have unique identity with similarities and differences.	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	Identify what they like and dislike and are good at. Identify how they are similar and different to others. Identify qualities and features that are unique to them.	what they like/dislike and are good at <ul style="list-style-type: none"> what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private – PANTS RULE week (end Autumn 1) 	Like Dislike Similar Different Difference strengths

<p>Spring 1 - What helps us stay healthy?(1)</p>	<p>Link to Self-Care EYFS. UW – know that there are people who can help us look after our health and well-being.</p>	<p>Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37</p>	<p>Identify those people in our family & community that keep us healthy</p> <p>Recall routines/self-care in order to be hygienic.</p> <p>Recognise the role of medicines/vaccinations to maintain health.</p>	<p>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p> <ul style="list-style-type: none"> • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy <p>why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <ul style="list-style-type: none"> • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<p>Health Healthy Hygiene Doctor Dentist Nurse injections</p>
<p>Spring 2 - What can we do with money?(1)</p>	<p>Make links with the children’s understanding of money.</p>	<p>Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13</p>	<p>Identify needs and wants and the choices people make with money.</p> <p>Discover how people obtain money.</p>	<p>what money is - that money comes in different forms</p> <ul style="list-style-type: none"> • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	<p>Money Saving Want need</p>
<p>Summer 1 - Who helps to keep us safe?(1)</p>	<p>This unit supports children to understand what to do in situations where they feel unsafe.</p>	<p>Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5</p>	<p>Identify different roles in the community.</p> <p>Identify who and how to ask for help.</p> <p>Recall how to keep themselves safe with adults they don’t know.</p> <p>Recall how to respond in an emergency.</p>	<p>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <ul style="list-style-type: none"> • who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say • how to respond safely to adults they don’t know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>Safe unsafe Safety Worries Problems Share emergency</p>
<p>Summer 2 - How can we look after each other and the world?(1)</p>	<p>This units helps the children explore how we can behave in a caring considerate way towards others and</p>	<p>Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25,</p>	<p>Identify acts of kindness</p> <p>Recall how we can care for people and animals.</p>	<p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <ul style="list-style-type: none"> • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people’s needs change 	<p>Kind Caring Support Cooperate Responsibility</p>

	the impact that kindness has in our school and wider communities.	L2, L3		as they grow from young to old • how to manage change when moving to a new class/year group	change
YEAR 3	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1 – How can we be a good friend?	This unit helps the children explore relationships they have and supports them to understand positive relationships and how people treat one another, when they have a positive relationship.	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	Identify characteristics of a good friend. Develop an understanding that they may not always agree with their friends and how to manage disagreements. Know what to do if a friendship is making the feel unhappy.	how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support	Lonely Excluded include Unkind Friendship Kindness Care Arguments resolve Positive relationships
Autumn 2 – What keeps us safe?	This unit links with Autumn 1& 2 Safety weeks’ - NSPCC Speak Out Stay Safe/PANTS week assembly/workshops, Anti Bullying and online safety in Computing.	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	Recognise hazards and know how to respond appropriately	• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services	Safety Hazard Peer pressure Protect Protection Emergency Accident Medicine hygiene
Spring 1 – What are families like?	This links with previous units on who is special to us, showing that not all families are the same but positive family life has the same/similar qualities irrespective of family structure.	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	Understand that not all family structures are the same. Identify Positive family life has the same/ similar qualities.	• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making	Families Same sex Step parents Blended Foster adopted Difference respect

				them feel unhappy, worried or unsafe	care love positive relationships
Spring 2 – What makes a community?	This unit develops children’s sense of identity and belonging to a range of different communities.	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	Develop understanding of belonging and contributing in different communities. To identify their own contributions to different groups they belong to. To celebrate diversity.	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	Shared values Community Groups Included Contribution Similarities differences
Summer 1 – Why should we eat well and look after our teeth?	This unit is relevant for all the children to understand the impact of a healthy diet on our bodies and how we can maintain good oral health.	Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	Identify the foods that keep their bodies healthy. Identify foods that should not be consumed in large quantities recognising the negative impact on our bodies. Know how to maintain good oral health – daily routines e.g. teeth cleaning, visiting dentist, foods that are not good for teeth.	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	Teeth Brushing Tooth paste Oral health Nutrition Healthy Unhealthy Balanced diet
Summer 2 – Why should we keep active and sleep well?	This unit is relevant due to the restrictions on physical activity during lockdowns, increased screen time and lack of bed time sleep routines.	Health and wellbeing Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	Identify the benefits of regular activity. Identify the impact of lack of activity on our health.	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple 	Activity Physical Healthy Well-being Mental Routines

			Identify routines that help support good sleep/rest that impact on health and well-being.	routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried	Quality choices
YEAR 4/5	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1 – What strengths skills and interests do we have?	Linked to VL & Growth Mindset– children are developing the skills to thinking about themselves, to identify their strengths, set goals that they want to achieve and know how to manage and reframe their thinking when they have setbacks.	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	Recognise and identify their strengths. Identify goals they would like to achieve. Develop reframing strategies in order to manage setbacks (Growth Mindset).	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	Self esteem Self-worth Identity interests Goals/targets Achievements Manage Setbacks mistakes
Autumn 2 – How do we treat each other with respect?	Linked to previous learning about difference and belonging to different communities. Respect, kindness and compassion need to be shown to all people.	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	Understand that they can be affected by the way others treat them and how they treat others. Have strategies to respond to discrimination they witness. Recognise respectful behaviour and that respect needs to be shown to all people, as long as beliefs do not hurt anyone else both physically/emotionally.	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	Diversity Respect Difference Tolerance Acceptance Rights Responsibilities Discrimination Equality Act Protected categories
Spring 1 – How can our choices make a difference	Linked to previous STEM project for ‘Plastic Pollution Solution’, Eco Club and the Moths to a	Living in the wider world Caring for others; the environment; people and animals; shared	Understand that we have a collective responsibility to care for the world.	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, 	Responsibility Protect Climate World

to others and the environment?	Flame Climate Change Project.	responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	Identify and respond to the negative human impact on our community and the wider world. Share ideas and opinions about how we can make changes in our lives to make a positive impact.	giving to charity) <ul style="list-style-type: none"> the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way 	Impact Concern Care compassion
Spring 2 – How will we grow and change?	To ensure that all children from Year 4 upwards are aware of the changes that their bodies will be starting to go through.	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	Identify the changes that boys and girls will go through when they reach puberty. That these changes can be both physical and psychological. Recognise that there are trusted adults they can talk to for support.	<ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty 	Puberty Menstruation Periods Wet dreams Erection Emotions Hygiene Physical Psychological
Summer 1 – How can we manage our feelings?	Mental Health and Well-being is key to living a balanced positive life. In response to recent lockdowns and concerns about the pandemic, it is paramount that children are able to express openly how they feel and recognise when they need support.	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	Identify the range of feelings that they experience. Recognise that events will impact on them. To know when to seek support and use strategies in order to manage feelings and behaviour.	<ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings 	Emotions Feelings Support Manage Express Intensity Change Loss Grief
Summer 2 – How can we manage risk in different places?	This unit helps children develop their awareness of risk building on their own experiences and previous units on safety.	Health and wellbeing Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42,	Identify/Recognise risks in various situations. Further develop strategies to protect themselves from harm.	<ul style="list-style-type: none"> how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence 	Risk Assess Manage Safety Peer pressure Influence

		H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	Understand the rules of law that are there to protect them.	<ul style="list-style-type: none"> • how people’s online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	Behaviour Rules Laws Restrictions Inappropriate Concerns Personal information
YEAR 5 /6	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1 & 2 – How can we keep healthy as we grow?	Following on from previous learning about the importance of both physical and mental health.	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	Identify positive choices in lifestyle impacting on healthy choices both physically and mentally. Recognise the impact of different influences – family, parents and friends, people online, on the choices they make – both positive and negative. Further develop strategies in order to make healthy life choices. Know how to recognise when they require support from trusted adults and know how to seek this help.	how mental and physical health are linked <ul style="list-style-type: none"> • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	Mental health Physical health Well-being Community Choices Life style Habits Healthy Unhealthy Influences Illegal drugs Legal drugs Alcohol
Spring 1 & 2 – How can the media influence people?	It is important for children to understand how media can influence them – social media	Living the wider world Media literacy and digital resilience; influences and decision-making; online safety	Identify how the media can influence and affect people’s thoughts	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of 	Influence Choices Resilience

	algorithms can manage content online.	PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23	<p>feelings and behaviours.</p> <p>Develop strategies to be able to evaluate media content.</p> <p>To recognise suspicious, frightening or upsetting content and know what to do about it.</p> <p>To develop resilience to media influence.</p>	<p>images</p> <ul style="list-style-type: none"> • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people’s decisions, taking into consideration different viewpoints 	<p>Decision making</p> <p>Online safety</p> <p>Videos</p> <p>Blogs</p> <p>News</p> <p>Reviews</p> <p>Adverts</p> <p>Suspicious</p> <p>Content</p> <p>Social media</p> <p>Distribution of images</p> <p>Appropriate gambling</p>
<p>Summer 1 & 2 –</p> <p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p>	<p>It is important to cover this unit as the Year 6 children prepare for the change of leaving primary school and the Year 5s take on the responsibilities of being in Year 6 for the following academic year.</p>	<p>Relationships</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<p>Evaluate friendships and identify how relationships change over time.</p> <p>Understand and discuss different relationships.</p> <p>To explain the changes that they are/will be experiencing though puberty and how these changes are normal but may affect them both physically and mentally.</p> <p>Identify the changes as they move to secondary school and how this is affecting them. To know where to seek support if they have concerns about changes.</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<p>Relationships</p> <p>Physical</p> <p>Intimate</p> <p>Puberty</p> <p>Reproductive organs</p> <p>Conception</p> <p>Birth control</p> <p>Independent responsibilities</p>