**RSHE Learning Outcomes – Year 5 and 6:**

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| **Theme – Me and My Relationships** | |
| **Lesson Title** | **Learning Outcome** |
| How good a friend are you? | * Demonstrate how to respond to a wide range of feelings in others; * Give examples of some key qualities of friendship; * Reflect on their own friendship qualities. |
| Relationship cake recipe | * Identify what things make a relationship unhealthy; * Identify who they could talk to if they needed help. |
| Solve the friendship problem | * Recognise some of the challenges that arise from friendships; * Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. |
| Assertiveness skills (formerly Behave yourself - 2) | * List some assertive behaviours; * Recognise peer influence and pressure; * Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. |
| Don't force me | * Describe ways in which people show their commitment to each other; * Know the ages at which a person can marry, depending on whether their parents agree; * Understand that everyone has the right to be free to choose who and whether to marry. |
| Acting appropriately | * Recognise that some types of physical contact can produce strong negative feelings; * Know that some inappropriate touch is also illegal. |

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| **Theme – Valuing Differences** | |
| **Lesson Title** | **Learning Outcome** |
| Qualities of friendship | * Define some key qualities of friendship; * Describe ways of making a friendship last; * Explain why friendships sometimes end. |
| Happy being me | * Develop an understanding of discrimination and its injustice, and describe this using examples; * Empathise with people who have been, and currently are, subjected to injustice, including through racism; * Consider how discriminatory behaviour can be challenged. |
| Is it true? | * Understand that the information we see online, either text or images, is not always true or accurate; * Recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them;   Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. |
| OK to be different | * Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; * Suggest strategies for dealing with bullying, as a bystander; * Describe positive attributes of their peers. |
| We have more in common than not | * Know that all people are unique but that we have far more in common with each other than what is different about us; * Consider how a bystander can respond to someone being rude, offensive or bullying someone else; * Demonstrate ways of offering support to someone who has been bullied. |
| Advertising friendships! | * Explain the difference between a friend and an acquaintance; * Describe qualities of a strong, positive friendship; * Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). |
| Boys will be boys? - challenging gender stereotypes | * Define what is meant by the term stereotype; * Recognise how the media can sometimes reinforce gender stereotypes; * Recognise that people fall into a wide range of what is seen as normal; * Challenge stereotypical gender portrayals of people. |

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| **Theme – Keeping Myself Safe** | |
| **Lesson Title** | **Learning Outcome** |
| Decision dilemmas | * Recognise which situations are risky; * Explore and share their views about decision making when faced with a risky situation; * Suggest what someone should do when faced with a risky situation. |
| Play, like, share | * Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; * Recognise that people aren’t always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; * Know how to protect personal information online; * Recognise disrespectful behaviour online and know how to respond to it. |
| Traffic lights | * Identify strategies for keeping personal information safe online; * Describe safe behaviours when using communication technology. |
| To share or not to share? | * Know that it is illegal to create and share sexual images of children under 18 years old; * Explore the risks of sharing photos and films of themselves with other people directly or online; * Know how to keep their information private online. |
| Joe's story (part 2) | * Understand and give examples of conflicting emotions; * Understand and reflect on how independence and responsibility go together. |

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| **Theme – Rights and Responsibilities** | |
| **Lesson Title** | **Learning Outcome** |
| Fakebook friends | * Know the legal age (and reason behind these) for having a social media account; * Understand why people don’t tell the truth and often post only the good bits about themselves, online; * Recognise that people’s lives are much more balanced in real life, with positives and negatives. |

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| **Theme – Being my Best** | |
| **Lesson Title** | **Learning Outcome** |
| Independence and responsibility | * Identify people who are responsible for helping them stay healthy and safe; * Identify ways that they can help these people. |
| Star qualities? | * Describe 'star' qualities of celebrities as portrayed by the media; * Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; * Describe 'star' qualities that 'ordinary' people have. |
| What's the risk? (2) | * Recognise what risk is; * Explain how a risk can be reduced; * Understand risks related to growing up and explain the need to be aware of these; * Assess a risk to help keep themselves safe. |
| **Theme – Growing and Changing** | |
| **Lesson Title** | **Learning Outcome** |
| How are they feeling? | * Use a range of words and phrases to describe the intensity of different feelings * Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; * Explain strategies they can use to build resilience. |
| Taking notice of our feelings | * Identify people who can be trusted; * Understand what kinds of touch are acceptable or unacceptable; * Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. |
| Changing bodies and feelings | * Know the correct words for the external sexual organs; * Discuss some of the myths associated with puberty. |
| Growing up and changing bodies | * Identify some products that they may need during puberty and why; * Know what menstruation is and why it happens. |
| Help! I'm a teenager - get me out of here! | * Recognise how our body feels when we’re relaxed; * List some of the ways our body feels when it is nervous or sad; * Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. |
| Stop, start, stereotypes | * Recognise that some people can get bullied because of the way they express their gender; * Give examples of how bullying behaviours can be stopped. |
| I look great! | * Understand that fame can be short-lived; * Recognise that photos can be changed to match society's view of perfect; * Identify qualities that people have, as well as their looks. |
| Media manipulation | * Define what is meant by the term stereotype; * Recognise how the media can sometimes reinforce gender stereotypes; * Recognise that people fall into a wide range of what is seen as normal; * Challenge stereotypical gender portrayals of people. |
| Is this normal? | * Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; * Suggest strategies that would help someone who felt challenged by the changes in puberty; * Understand what FGM is and that it is an illegal practice in this country; * Know where someone could get support if they were concerned about their own or another person's safety. |
| Making babies | * Identify the changes that happen through puberty to allow sexual reproduction to occur; * Know a variety of ways in which the sperm can fertilise the egg to create a baby; * Know the legal age of consent and what it means. |
| What is HIV? | * Explain how HIV affects the body’s immune system; * Understand that HIV is difficult to transmit; * Know how a person can protect themselves from HIV. |