**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.
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| Relationship cake recipe | * Identify what things make a relationship unhealthy;
* Identify who they could talk to if they needed help.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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).
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| 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.
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| 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.
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| Traffic lights | * Identify strategies for keeping personal information safe online;
* Describe safe behaviours when using communication technology.
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| 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.
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| 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.
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| 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.
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| 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.
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| **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.
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| 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.
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| Changing bodies and feelings | * Know the correct words for the external sexual organs;
* Discuss some of the myths associated with puberty.
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| 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.
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| 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.
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| 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.
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