

Southway Primary School RHE Overview – YEAR SIX

Vertical Concepts (informing disciplinary knowledge): Relationship Education; Physical Health & Well Being; Digital Media Literacy; Emotional Health & Well Being

Vision Statement:

Our RHE curriculum at Southway Primary School is designed around the West Sussex Education for Safeguarding framework. The four cornerstones are:

Relationship Education

Our curriculum is designed to enable children to build the foundations for a future of healthy relationships. The content aims to give children the 'tools' necessary to form and sustain relationships with others that are based on mutual respect. We aim for them to understand what a balanced relationship is. Acceptance and respect for both ourselves and others as individuals will be the basis from which the children can learn how to manage conflict in a healthy way which helps to preserve relationships.

Physical Health and Wellbeing

The relationship between food, exercise, and the choices we make as individuals will be explored so that the children are able to develop good habits in relation to food, hygiene, and exercise. We aim to teach the children some basic emergency life skills within this curriculum so that they are aware of who to turn to when things go wrong.

Digital and Media Literacy

This module will cover topics that include safety online, being critical when looking at online information, online relationships, reputation, influence, and managing time online. We want our children to develop the necessary skills to keep themselves safe both physically and emotionally when online.

Emotional Health and Wellbeing

The children will learn how healthy relationships and care of our physical health all play a part in building resilience to help in times of challenge. However, as we all need help sometimes this module is about teaching children that they are not alone and where help can be found.

To further support the children and families at Southway Primary, we have a Safeguarding team and Inclusion team. Courtyard Club supports those children who find the hour of unstructured time at lunch a challenge and operates daily.

Our ethos at Southway Primary is to have a 'growth mindset' and enable our pupils to develop confidence in themselves by giving them memorable experiences and a positive learning environment. We look to embed the Southway Seven wherever possible, through assemblies, conversations, modelling and teaching across the curriculum.

Substantive Knowledge	Disciplinary Knowledge		
<p align="center"><u>Relationship Education</u></p> <p>Family & friendships, online relationships, identity, being safe, feelings & attitudes</p>		<p align="center"><u>Links to other areas of the curriculum</u></p>	<p align="center"><u>Resources</u></p>
<p><u>Family and friendship</u></p> <ul style="list-style-type: none"> • What pregnancy means, how long it lasts and where it occurs. • How life changing starting a family is and why it is such an important decision to make • The legal age restrictions and why these are in place 	<p><u>Family and friendship</u></p> <ul style="list-style-type: none"> • Explain the facts of human reproduction • Explain the impact of having a baby including the financial aspect and why it is important that people are ready to start a family • Explain why legal restrictions are in place for certain activities • Know the legal age for consent and that this is in place to keep children safe from harm 	<p align="center"><u>Science curriculum</u></p>	<p><u>Discovery Education Health and Relationships: Families and committed relationships/ Starting a family:</u></p> <ol style="list-style-type: none"> 1. Starting a family 2. The impact of having a baby 3. When is it right?
<p><u>Identity</u></p> <ul style="list-style-type: none"> • Why it is important to understand differences and celebrate diversity • What it feels like to not 'fit in' and how to support if someone feels this way • Stereotypes we may have and the presumptions we can make about others • How external influences can change the way people view themselves • How to celebrate our own bodies, our strengths and our attributes • That puberty can affect our relationships with others • Different ways to solve relationship issues when they occur 	<p><u>Identity</u></p> <ul style="list-style-type: none"> • Describe ways to recognise, respect and celebrate diversity • Explain how to support others who may not feel like they fit in • Talk about stereotypes and presumptions we may have about others • Describe how influences such as the media and celebrities can affect the way people view themselves • Describe the positive strengths and attributes of their own bodies and themselves • Explain how relationships change as we get older and how puberty may affect our relationships <p>Describe ways to solve relationships issues</p>	<p align="center"><u>See computing curriculum for on-line safety</u></p>	<p><u>Discovery Education Health and Relationships: similarities and differences/respectful behaviour online and offline</u></p> <p><u>video: Noah Boundaries</u></p> <ol style="list-style-type: none"> 3. Identities and belonging <p><u>Discovery Education Health and Relationships: Coping with change/ Coping with emotional effects of life changes</u></p> <p>Video: Ask the expert: Puberty</p> <ol style="list-style-type: none"> 1. Body Image 2. Puberty and changing relationships <p>Moving on</p>

<u>Physical Health & Well Being</u> Keeping safe & taking risks, emergencies, hygiene & protecting health, drugs, alcohol & tobacco, eating well & being active.		<u>Links to other areas of the curriculum</u>	<u>Resources</u>
<u>Responsible Behaviour</u> <ul style="list-style-type: none"> • How to recognise our own strengths and things to develop • The ways that people take care of themselves • How to achieve goals using a small step approach • Why we need to make responsible choices about money and how to do this as we get older • The benefits of saving money • The ways our support network changes as we move to secondary school and how to take more responsibility for looking after ourselves. 	<u>Responsible Behaviour</u> <ul style="list-style-type: none"> • Identify strengths and explain ways to take care of ourselves • Plan how to achieve a goal using a small step approach • Identify why we need to make more responsible choices and explain the benefits of saving money • Identify where and how to find help and support. Explain how our responsibilities change as we grow. 		<u>Discovery Education Health and Relationships: Caring and responsibility/Responsible behaviour as we get older: Video:changes at secondary school</u> 1. Taking care of myself 2. looking after my money 3. Transition to secondary
<u>Emergencies</u> <ul style="list-style-type: none"> • Know how to call for the emergency services and when you might need each service. • Identify other adults they trust who could help if they ever feel uncomfortable or worried. 	<u>Emergencies</u> <ul style="list-style-type: none"> • Feel confident to get help in a range of situations and can identify 5 trusted adults. 		
<u>Drugs, alcohol and tobacco</u> <ul style="list-style-type: none"> • Taught in year 5 ..see year 5 RHE overview (revisit this content as necessary) 	<u>Drugs, alcohol and tobacco</u> <ul style="list-style-type: none"> • Taught in year 5 ..see year 5 RHE overview (revisit this content as necessary) 		

Digital Media Literacy

Staying safe online, online content & critical thinking, self-image, mental health & well-being, online relationships & cyberbullying, online reputation.

See computing curriculum

Links to other areas of the curriculum

Resources

Year 6: PSHE e-Safety unit



Lesson Title	e-Safety success criteria [& Project Evolve resources]
1 Self image and identity	<ul style="list-style-type: none"> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.
2 Online relationships	<ul style="list-style-type: none"> I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others, e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others, and who can help if someone is worried about this.
3 Online bullying	<ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.
4 Health and wellbeing	<ul style="list-style-type: none"> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
5 Privacy and security 1	<ul style="list-style-type: none"> I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates.
6 Privacy and security 2	<ul style="list-style-type: none"> I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally. I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.

Discovery Education Health and Relationships: similarities and differences/respectful behaviour online and offline:

1. Identity online
2. Online bullying

Discovery Education Health and Relationships: healthy bodies, healthy minds:

2 Social media and our wellbeing

<u>Emotional Health & Well Being</u> Emotional Resilience, sense of self, well-being, relationships, transition.		<u>Links to other areas of the curriculum</u>	<u>Resources</u>
<ul style="list-style-type: none"> • Personal safety and how to recognise risk • Different risks and the choices we can make about them • How change can affect friendships • How our feelings towards other people in our lives can change • How we all feel a wide range of emotions and how to define them. • That we all experience them at different times and how to manage them 	<ul style="list-style-type: none"> • Demonstrate ways to resist peer pressure and be assertive to keep ourselves safe • Consider the benefits and costs of trusting other people • Describe how change can affect friendships • Describe ways our feelings towards others may change • Identify our values around friendships • List a wider range of emotions • Know that we may feel a mixture of emotions and everybody feels like this at times • Talk about different situations, how they may make us feel and respond 		<p><u>Discovery Education Health and Relationships: Healthy and Happy Friendships/Relationships and feelings:</u> <u>Video: Moving on</u> 1. Personal safety 2. Relationships and change 3. Wider emotions</p>
<ul style="list-style-type: none"> • What we mean by self-respect and how it can affect mental health and wellbeing • What mental health is and the symptoms of mental ill health • How to look after your own mental health 	<ul style="list-style-type: none"> • Describe self –respect and explain how this can affect mental health and well-being • Explain what we mean by mental health and describe some symptoms of mental ill health • Identify sources of help and describe ways to look after mental health 		<p><u>Discovery Education Health and Relationships: healthy bodies, healthy minds/being the best me:</u> <u>Video: ask the expert: picturing myself</u> 1 Being the best me 3 Taking care of our mental health</p>