

## **Southway Primary School RHE Overview – YEAR FIVE**

**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		
<u>Relationship Education</u> Family & friendships, online relationships, identity, being safe, feelings & attitudes.		<u>Links to other areas of the curriculum</u>	<u>Resources</u>
<u>Family and friendship</u> <ul style="list-style-type: none"> <li>Understand that different relationships have different functions and responsibilities.</li> <li>know the importance of people reporting forced marriage, including if someone feels threatened or worried, and even if it might upset other people in the family or community.</li> <li>know the difference between arranged marriage and forced marriage.</li> <li>To develop a range of strategies that can be used when relationships change in a way we don't expect/want.</li> <li>Understand that changes are part of life e.g.- bereavement and making new relationships</li> <li></li> </ul>	<u>Family and friendship</u> <ul style="list-style-type: none"> <li>recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people's parents and their family) and that forced marriage is illegal.</li> <li>To feel empowered to end relationships when they become unhealthy.</li> <li>Understand that relationships can fail through no one's fault/relationships are two way and that people's feelings can change.</li> <li>To know that people will recover from a relationship breakdown and respect others person's wishes.</li> <li>Understand that if someone leaves, they might still love them.</li> </ul>		<u>Discovery Education Health and Relationships: Families and committed relationships/ Healthy Committed relationships:</u> video: What is Love? <ol style="list-style-type: none"> <li>Values of healthy relationships</li> <li>Diversity in relationships</li> <li>It's all about commitment</li> </ol>
<u>Identity</u> <ul style="list-style-type: none"> <li>To know we all have different strengths, how to recognise them and be proud of these</li> <li>Differences in achievements and abilities</li> <li>Recognise the importance of realistic goals</li> <li>How a positive mindset affects what we achieve</li> <li>How visualising goals can make them more accessible</li> </ul>	<ul style="list-style-type: none"> <li>describe our own strengths</li> <li>list the skills necessary for our own abilities and interests</li> <li>consider one goal that can be achieved this year</li> <li>be able to list the steps necessary to achieve a long-term goal</li> </ul>		<u>Discovery Education Health and Relationships: similarities and Differences (year 5) /celebrating strengths and setting goals:</u> video: See me for who I am <ol style="list-style-type: none"> <li>strengths and abilities</li> <li>setting goals</li> </ol>

<p><u>Feelings and attitudes</u></p> <ul style="list-style-type: none"> <li>• how people’s care needs change through life</li> <li>• how we care for others as they grow older</li> <li>• what is loneliness, how it affects aspects of health and how to recognise it in themselves and others</li> <li>• how to overcome feelings of loneliness in ourselves and how to help others</li> <li>• the positive benefits of volunteering and ways in which people can get involved in their local community</li> </ul>	<p><u>Feelings and attitudes</u></p> <ul style="list-style-type: none"> <li>• explain how people’s care needs change over time and ways which we can help others when they are older</li> <li>• explain how feelings of loneliness can impact a person’s health and well being</li> <li>• identify some strategies to combat loneliness for ourselves and how to support others who are feeling lonely</li> <li>• explain what volunteering is, how to find ways to become involved in their local community and the positive benefits of volunteering</li> </ul>		<p><u>Discovery Education Health and Relationships: Caring and Responsibility/ Caring in the community</u>  Video: Caring for one another</p> <ol style="list-style-type: none"> <li>1. Changing needs</li> <li>2. Feeling lonely</li> <li>3. Why volunteer?</li> </ol>
<p><u>Worries and asking for help.</u></p> <ul style="list-style-type: none"> <li>• Recap the importance of identifying 5 people who they would feel comfortable asking for help</li> </ul>	<p><u>Worries and asking for help.</u></p> <ul style="list-style-type: none"> <li>• Identify the 5 people who they can</li> </ul>		
<p style="text-align: center;"><b><u>Physical Health &amp; Well Being</u></b></p> <p>Keeping safe &amp; taking risks, emergencies, hygiene &amp; protecting health, drugs, alcohol &amp; tobacco, eating well &amp; being active</p>		<p style="text-align: center;"><b><u>Links to other areas of the curriculum</u></b></p>	<p style="text-align: center;"><b><u>Resources</u></b></p>
<p><u>What to do in an emergency- who can help?</u></p> <p>Know how to call for the emergency services and when you might need each service.</p> <p>Identify other adults they trust who could help</p>	<p><u>What to do in an emergency who can help?</u></p> <ul style="list-style-type: none"> <li>• Feel confident to get help in a range of situations and can identify 5 trusted adults.</li> </ul>		

<p><u>Puberty and emotions:</u></p> <ul style="list-style-type: none"> <li>learn about the physical and emotional changes that happen during puberty.</li> </ul> <p><u>Health</u></p> <ul style="list-style-type: none"> <li>Explain what Immunisation is and why it is important.</li> <li>Recap dental hygiene.</li> </ul>	<p><u>Puberty and emotions:</u></p> <ul style="list-style-type: none"> <li>Be aware of how their bodies are going to change and describe ways to manage the change and their emotions</li> </ul> <p><u>Health</u></p> <ul style="list-style-type: none"> <li>Have some good habits in regard to dental hygiene.</li> <li>Understand what immunisation is and the benefits to the individual and the community.</li> </ul>	<p>links to science curriculum</p>	<p><u>Discovery Education Health and Relationships: Coping with Change</u>  <u>Puberty and emotions:</u>  Video: Elise explains: periods</p> <ol style="list-style-type: none"> <li>Puberty</li> <li>Puberty and emotions</li> <li>Emotional changes: managing well</li> </ol>
<p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances</li> <li>How alcohol, caffeine and smoking affect our bodies</li> <li>Know that there are drugs that are beneficial to us that are lifesaving, enhancing, preventing, or curing illness, and drugs that are harmful.</li> </ul> <p><u>Habits and choices</u></p> <ul style="list-style-type: none"> <li>Facts about bacteria and viruses, how they spread and can be treated</li> <li>Facts about immunisation and vaccination</li> </ul>	<p><u>Drugs and usage, tobacco and smoking</u></p> <ul style="list-style-type: none"> <li>Explain some facts about legal and illegal substances</li> <li>Explain some facts about alcohol, caffeine and tobacco</li> <li>Understand that medicines are drugs but not all drugs are medicines.</li> <li>Know that some people take drugs for non-medicinal purposes.</li> <li>Articulate who they trust to give them medicinal drugs.</li> </ul> <p><u>Habits and choices</u></p> <ul style="list-style-type: none"> <li>Explain how bacteria and viruses can be transmitted and demonstrate ways these can be reduced through good personal hygiene such as handwashing</li> <li>Explain how vaccination and immunisation can be effective in reducing the spread of disease.</li> </ul>	<p><a href="#">links to EHWB see below (valuing ourselves)</a></p>	<p><u>Discovery Education Health and Relationships: Healthy bodies, healthy minds/ valuing our bodies and minds:</u>  video: Finding your calm</p> <ol style="list-style-type: none"> <li>Valuing ourselves</li> <li>Alcohol, tobacco and drugs</li> <li>Keeping well</li> </ol>

## 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 5: PSHE e-Safety unit



Lesson Title	e-Safety success criteria [ & Project Evolve resources]
1 Self image and identity	<ul style="list-style-type: none"> <li>I can explain how identity online can be copied, modified or altered.</li> <li>I can demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul>
2 Online bullying	<ul style="list-style-type: none"> <li>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</li> <li>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</li> <li>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</li> <li>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</li> <li>I can explain how to block abusive users.</li> <li>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</li> </ul>
3 Managing online information	<ul style="list-style-type: none"> <li>I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.</li> <li>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</li> <li>I can explain key concepts including information, reviews, fact, opinion, belief, validity, reliability and evidence.</li> <li>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</li> <li>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by bloggers, content creators, influencers).</li> <li>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</li> <li>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</li> <li>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</li> </ul>
4 Health and wellbeing	<ul style="list-style-type: none"> <li>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</li> <li>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</li> <li>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</li> <li>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</li> </ul>
5 Privacy and security	<ul style="list-style-type: none"> <li>I can explain what app permissions are and can give some examples.</li> </ul>
6 Copyright and ownership	<ul style="list-style-type: none"> <li>I can assess and justify when it is acceptable to use the work of others.</li> <li>I can give examples of content that is permitted to be reused and know how this content can be found online.</li> </ul>

Discovery Education Health and Relationships: similarities and Differences (year 5) /celebrating strengths and setting goals:  
Lesson3: on line safety

<b>Emotional Health &amp; Well Being</b>		<b>Links to other areas of the curriculum</b>	<b>Resources</b>
Emotional resilience, sense of self, well-being, relationships, transition.			
<ul style="list-style-type: none"> <li>• self-esteem: how we see ourselves affects our feelings and behaviour</li> <li>• how to recognise, celebrate ourselves</li> <li>• The benefits of positive self-image and self-respect on health and well being</li> <li>• What we mean by identity and the things which help define us.</li> <li>• the similarities and differences between people’s identities and how to show respect for these</li> <li>• how peers can influence the choices we make, how to recognise this and understand that good friends shouldn’t make us feel pressured</li> <li>• what is stress and how it can make us feel</li> <li>• the difference between stress and anxiety and strategies to manage</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how our self-image affects how we feel and behave and the impact this can have on our health</li> <li>• Have a positive attitude towards self</li> <li>• explain what we mean by identity and the aspects that make up an individual’s identity</li> <li>• identify ways prejudice can be challenged</li> <li>• describe what peer pressure is, ways to resist this and how explain the qualities of a healthy friendship</li> <li>• talk about the signs and symptoms of stress and anxiety</li> <li>• describe ways to manage feelings of stress and anxiety and where to go for help</li> </ul>	<p><u>Discovery Education Health and Relationships</u>: Healthy bodies, healthy minds/valuing our bodies: Video: finding your calm 1. Valuing ourselves</p> <p><u>Discovery Education Health and Relationships</u>: Healthy and happy friendships/ Changing friendships: Video: changing friendships 1. identity 2. Peer pressure 3. Emotional Health and Wellbeing</p>	