



Year 5 2021 – 2022

RSHE

Long Term Plan

Term	Objectives	Cross curricular	Examples of English or Reciprocal Reading text Or Resources
Throughout the year			
Autumn 1 <i>Carina friendships</i> <i>Respectful relationships</i>	<p>Ss2. How to engage in respectful discussion with others who have a difference in opinion or choice.</p> <p>Ss3. How to model respectful relationships</p> <p>R8. How people make new friends and the positive feelings associated.</p> <p>R9. That healthy friendships welcome and include others, demonstrating value and respect.</p> <p>R10. How to build trust, honesty, kindness, generosity and experiences in a friendship.</p>	History English	<ul style="list-style-type: none"> • Class Charter • RRS and School values • Lego friendship bridge • P4C • Debates in English • People bingo
Autumn 2	<p>Ss1. Describe what a stereotype is and identify common stereotypes (ambition, occupation, fashion, race, religion, gender).</p>	Computing	<ul style="list-style-type: none"> • Hidden figures • Key figures linked to sports

<p><i>Respectful relationships</i> <i>Internet safety and Harm</i></p>	<p>Ss4. <u>The different types of bullying and who to tell.</u> Ss5. <u>How and why age restrictions on social media, apps and games protect them.</u></p>		<ul style="list-style-type: none"> • Think you know • The breadwinner • Like a girl stereotype video • Amazing Me worksheet
<p>Spring 1 <i>Families and People who care for me</i></p>	<p>R1. <u>They can identify and discuss characteristics of a healthy family life (commitment to each other including in times of difficulty protection and care for children and other family members, the importance of spending time with each other and sharing each other's lives).</u> R4. <u>How to recognise and label feelings that they associate with being uncomfortable, unhappy and unsafe.</u> R5. <u>How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help.</u> R6. <u>Who the people that care for them are and how they offer security and stability (family, teachers, faith leaders, duty bearers).</u></p>	<p>RE English</p>	<ul style="list-style-type: none"> • The Great big book of Families • The breadwinner • Sad book • Circle time discussion cards • NSPCC trusted adults toolkit
<p>Spring 2 <i>Carina friendships Families and People who care for me</i></p>	<p>R2. <u>That marriage represents a formally recognised commitment of two people which is intended to be lifelong. (CYP have a right to pass in discussion should they choose because of Faith sensitivity).</u> R3. <u>That two people can choose to be in a committed relationship and not be married or in a civil partnership.</u> R7. <u>How to navigate changing friendships and understand, recognise and have strategies to support in managing conflict and peer pressure.</u></p>	<p>RRS History</p>	<ul style="list-style-type: none"> • War topic • Religious marriage ceremonies in different faiths • Love and Marriage adapted PPT • NSPCC Changing friendship PPT
<p>Summer 1 <i>Mental wellbeing Health and Prevention Healthy eating Physical health and fitness</i></p>	<p>Hw5. <u>That good quality sleep routines can affect mood, weight and ability to learn.</u> Hw6. <u>That mental ill health is common for people to experience and the support available, if accessed early enough can often resolve the problems.</u> Hw7. <u>That emotions are part of everyday life and expand their vocabulary linked to labelling emotions and the positive/negative feeling and high/low energy.</u> Hw8. <u>What constitutes a healthy diet including calories and nutritional content/food groups and how to prepare a range of meals.</u> Hw9. <u>That an active lifestyle can benefit their mental and physical health and be able to describe what the characteristics of an active lifestyle include.</u></p>	<p>PE</p>	<ul style="list-style-type: none"> • Virtual worry box and ELF activities • Mood meter • Healthy food guide • Zen Den – Owl and guard dog • Identifying feelings and coping strategies worksheet • In my control/out of my control

			<ul style="list-style-type: none"> • Sleep factor • Anna Freud talking mental health video
<p>Summer 2</p> <p><i>Chanaina adolescent body</i> <i>Beina safe</i> <i>Health and Prevention</i> <i>Human Reproduction (Non- statutory Sex Education)</i></p> <p><i>Parents will be invited into a session prior to the growing up and changes outcomes and non-statutory fertilisation in Humans outcome being taught to view resources used and to have the option to withdraw from Hw10.</i></p>	<p>Ss6. How to recognise and report feelings of being unsafe or bad about any adult</p> <p>Ss7. What to do or who to speak to if they need to report concerns or abuse and understand the importance of using Penis, Vulva, Buttocks and Chest/Breasts if the concern relates to these areas of their body and have the confidence to do so.</p> <p>Ss8. What is meant by the concept of privacy and the implications of it for both adults and children.</p> <p>Ss9. Understand appropriate and inappropriate contact and touch.</p> <p>Ss10. That they should tell a trusted adult if someone's physical contact makes them feel uncomfortable or unsafe (and continue to talk until they are heard).</p> <p>Ss11. The vocabulary associated with different types of abuse (physical, emotional, sexual, neglect).</p> <p>Hw1. The physical changes that their changing adolescent body will go through during puberty.</p> <p>Hw2. The key facts about the menstrual cycle and menstrual wellbeing.</p> <p>Hw3. The emotional changes that might occur during or leading up to puberty and how to understand them.</p> <p>Hw4. That their personal hygiene routine (preventing germs and bacteria) might change during puberty.</p> <p>Hw10. Describe the life process of reproduction of fertilisation in humans (including growth of baby over 9 months).</p>	<p>RE</p> <p>Science</p>	<ul style="list-style-type: none"> • NSPCC Pantasaurus • Consent for Kids Video • Always Menstruation PPT • BBC Operation Ouch Science videos • How the body changes worksheet • Real personal hygiene resources shared and discussed. • Childline