



Year 5
RSHE
Curriculum



'Every child has the right to an education.' Article 28
'Every child has the right to information and to express their views' Article 13

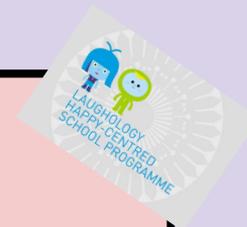


The Relationships and Health part of the RHSE curriculum has now been made mandatory. This is to reflect modern Britain and the variety of different relationships that we encounter daily. In line with this new policy, we will be teaching the children about relationships. We will be exploring topics such as:

- What is friendship?
- What does family mean?
- What does a positive relationship between friends and family look like?
- Who are the people who support me?
- How can I make sure I am safe online?



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At Star, we follow the Happy Centred School curriculum for RSHE. The curriculum falls under these headings:

- Positive Relationships (Autumn Term)
- Coping Skills (Spring 1)
- Achievement and Success (Spring 2)
- Self-Confidence (Summer 1)
- Support (Summer 2)

The following slides will detail what will be taught each term in line with this curriculum:



Autumn 1 - Positive Relationships



1. Understanding the importance of having fun and laughter with teammates - how we release chemicals, which make us feel more positive
2. Considering why positive relationships are so important in the workplace
3. Debating whether happiness and love are more or less important than material possessions
4. Thinking about the role that trust and mutual respect play in positive relationships
5. Assessing the attributes that we have against specific job roles to see how well we are suited to them
6. Assessment: Identifying ways in which an adult in the community adds to the positive feeling of our local area

Example of Vocabulary Taught : Closeness; Encourage; Compliments; Patience; Consideration; Fair; Relationships; Unsung Hero; Trust; Equal; Assistance; Tolerance



Autumn 2 - Positive Relationships



7. Understanding what appropriate contact is, and what to do if we think something is inappropriate and unsafe
8. Recognising if a friend is unsafe and what we can do to help them
9. Knowing which kinds of things are and are not appropriate to say online
10. Better understanding how we can build positive online relationships
11. Understanding ways in which we can show respect for families that are different to our own
12. Understanding what unconscious bias is

Example of Vocabulary Taught : (In)appropriate; Touch; (Un)safe; Secret; Extended/Immediate family; Gay; Lesbian; Single parent; Adoption; Fostering; Unconscious Bias; Stereotype; Gender; Trolling; Keyboard Warrior; Cyberbullying; Reputation; Reporting; Blocking; Online Relationships



Spring 1 - Coping Skills



1. Understanding how to put things into perspective
2. Creating our own mindfulness scripts and techniques to help us cope
3. Understanding how developing a growth mindset approach will help us to cope better
4. Understanding the brain and its impact on how we cope
5. Practising using positive visualisation as a strategy to help us cope with challenging situations
6. Assessment: Devising our personal coping plans

Example of Vocabulary Taught : Co-operation; Strengths; Standing tall; Breathing; Relaxation; Aid; Friendships; Guide; Giving; Comfort



Spring 2 - Achievement and Success



1. Understanding that goals can be set in order to achieve success - using the SMART model
2. Setting individual SMART targets with steps to success and milestones
3. Understanding that we can use the success of others to think more creatively, and achieve more, ourselves
4. Understanding that, in order to achieve success as a team, we may have to overcome a range of emotions - frustration, pressured by lack of time, left out
5. Recognising ways in which we can build personal resilience - having a fierce work ethic, knowing that we need to practise, wanting to make a difference
6. Assessment: Creating a script which explains to others how to be successful

Example of Vocabulary Taught : Succeed; Hope; Frustration; Relief; Pressure; Control; Plan



Summer 1 - Self-Confidence



1. Understanding what confidence means to us - using the confidence meter and confidence wheel
2. Identifying what we need to be doing now, to become more confident in the future
3. Understanding how confident body language can help us to be successful - overcoming negative mind chatter and limiting beliefs
4. Developing positive mind chatter and self-talk to rise to a challenge
5. Recognising that confidence comes from becoming increasingly independent, being a self-starter, thinking creatively, analysing situations and using self-help techniques
6. Assessment: Showing that I understand the effect of mind chatter, self-talk and limiting beliefs on my achievements

Example of Vocabulary Taught : Determination; Timescales; Mind chatter; Limiting beliefs; Body language; Success; Inner belief; Awesome; Trust; Resilience

Summer 2 - Support



1. Understanding how people in the school community give and gain support
2. Understanding how we can give feedback in a supportive manner and receive feedback graciously
3. Thinking about how we can develop our speaking and listening skills to become more supportive - making eye contact, nodding along, showing empathy
4. Understanding our wider support network - including people that we may not know or deal with directly
5. Thinking beyond our own lives, about how people across the country and world support each other
6. Assessment: Identifying ways in which we have become more supportive recently - particularly through our communication skills

Example of Vocabulary Taught : Rely; Support; Friendships; Community; Team; Co-operation