

## Deykin Avenue J.I. School – Relationships and Health Education scheme of work for Year 5

British Values and Law	Healthy Relationships	Keeping Myself Safe	My Healthy Body
<b>Unit 1: British Values and Law and UNICEF</b>			
Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE	
<ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Used to be between a man and a woman, can now be between two men or two women as well.)</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Cover gender, race, religion, age, disability, etc.)</li> <li>• about democracy and how they can participate in the decision making.</li> <li>• about the rule of law and that everyone in this country is equal.</li> <li>• about individual liberty.</li> </ul>	<ul style="list-style-type: none"> <li>• Marriage of someone aged 16 or 17 requires parental consent. 18 and over, does not. Discuss the possible reasons for this, emphasising that marriage is intended for life and often, though not always, has religious implications too.</li> <li>• Gay marriage was passed in July 2013 came into force in March 2014 in UK – before, only civil partnership was allowed.</li> <li>• Role play stereotypes, eg, job interviews. The best person for the job is not employed because of their colour, race, religion, disability, gender, etc. The employer believes this person will not be able to do the job.</li> <li>• Other stereotypes, eg, all black people are good at sport; all Muslims are terrorists; all white people are racist, etc. If people live and work in an area of, eg, predominantly white people, they may believe some of these statements as they do not know any black/Muslim people to know it is not true.</li> <li>• Explain to the children that we live in a democracy and that we all have a say in how our country is run. Explain that the opposite of democracy is a dictatorship where one person or a group of people take power and rule the country</li> <li>• In small groups, encourage the children to think of what life may be like for people who live in a dictatorship. What might the advantages be, if any?</li> <li>• Draw up a list of ‘Advantages’ and ‘Disadvantages’ of living under each system. Take a vote on which the children would prefer to live in</li> <li>• Discuss how everyone in this country is governed by the same laws, regardless of age, gender, sexuality, race, religion, disability, wealth, etc. Only person who is exempt is the Queen – look at why. Think of the unfairness if people could be exempt.</li> <li>• Everyone is free to do what they want as long as it is within the law. We have a freedom here which other countries do not. Look at examples.</li> </ul> <p style="color: red; margin-top: 20px;"><b>MANAGING INFORMATION EVOLVE</b></p> <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 explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Respectful relationships</li> </ul>	

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|  | <ul style="list-style-type: none"><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></ul> |  |
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## Unit 2: Healthy Relationships

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <i>(All relationships/ friendships are equal. Do not work if one person tries to dominate the others.)</i></li> <li>• that stable, caring relationships which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. <i>(Includes couples who do/do not have children. Ensure they know it does not matter whether their parents are male and female; both male/female; only one parent; etc.)</i></li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <i>(Include domestic abuse.)</i></li> <li>• the importance of permission-seeking and giving in relationships with peers, friends and adults. <i>(Must seek permission before, eg, hugging friends; the meaning of give and take.)</i></li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <i>(Everyone’s responsibility to report bullying. Include homophobic bullying as well. Look at hate crimes.)</i></li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Scenarios of incidents that happen between friends which result in a fall out. How could these situations have been managed? Did someone try and dominate the relationship?</li> <li>• Recap what they have previously been taught, eg, mutual tolerance and respect, equality, fairness for all, etc. Also recap on meaning and purpose of marriage.</li> <li>• Children’s idea of stable, caring relationships – what does this mean? Recap previous learning of equality of power in friendships – same for relationships. If one person has control over the other, the relationship is not equal.</li> <li>• Look at <a href="#">What About Us? Perspectives of the children of domestic violence - YouTube</a> which is American children’s perspectives. These are all where dad abused mom so ensure children know it can also be the other way around.</li> <li>• Lesson plan from Women’s Aid – Secrets and Stories. How children can seek help for themselves and a parent being abused by the other parent.</li> <li>• Ask the children to think of a child who has just been bullied – get them to draw the child and get them to write around the picture how the child feels.</li> <li>• Why do some people bully others? Could they have been bullied themselves? Maybe by a parent/adult – also links to possible victim of domestic abuse though not always.</li> <li>• Explore the nature and consequences of teasing, bullying, discrimination and aggressive behaviour (including prejudice based language, how to respond and ask for help). Make links to hate crime.</li> <li>• Cyberbullying – just as bad as real-life bullying – watch <a href="#">What's Cyberbullying? - YouTube</a> .</li> <li>• Watch <a href="#">The impact of bullying - YouTube</a> to show the effects of bullying on children/young people as well as adults including suicidal thoughts. Discuss the serious negative mental health impact any sort of bullying can have.</li> <li>• Lessons 1-6 Year 5 Birmingham plans (including puberty) – Keeping relationships healthy and safe – additional links to RSHE.</li> </ul> <p style="text-align: center; color: red; font-weight: bold; margin: 10px 0;">ONLINE RELATIONSHIPS EVOLVE</p> <ul style="list-style-type: none"> <li>• I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</li> <li>• I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Mental wellbeing</li> </ul>

- I can demonstrate how to support others (including those who are having difficulties) online.

## Unit 3: Keeping Myself Safe

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (Recap the PANTS rule.)</li> <li>• how to respond safely and appropriately to adults they may encounter whom they do not know. (Do not share personal info. Recap safer strangers if they need help.)</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard. (Different people who can help.)</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice, eg, family, school and/or other sources.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. (Include cyberbullying.)</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how information and data is shared and used online. (Include secure websites and being careful with personal data.)</li> <li>• that people sometimes behave differently online, including by pretending to be someone they are not. (Introduce the concept of grooming.)</li> </ul>	<ul style="list-style-type: none"> <li>• Scenarios with examples of appropriate and inappropriate contact. Can the children sort them giving their reasoning?</li> <li>• Discussion of contact children may have with adults, eg, strangers, teachers, family, shopkeepers, etc. What is acceptable and not acceptable? Discuss how doctors will always ask permission before touching patients.</li> <li>• Watch Run, Run, Run, Yell and Tell to discuss what to do if an adult or someone else tries to hurt us <a href="https://www.youtube.com/watch?v=g0dHB3HWzbY">https://www.youtube.com/watch?v=g0dHB3HWzbY</a> .</li> <li>• Watch <a href="#">Online Grooming Educational Video - Know The Signs &amp; Report It - YouTube</a> and discuss what they have seen.</li> <li>• Case studies and scenarios to explore decisions and choices. (Could be taken from newspapers/TV).</li> <li>• Create posters showing the risks of meeting people online. Help other children with ways to stay safe when using the internet.</li> <li>• Write a story about a child who takes risks – ensure a positive ending where they, or someone else, makes the right choices and asks a trusted adult for help.</li> <li>• Recap (separately for boys and girls) the correct name for private body parts. Why is it important we know these names, even if we use different names at home? Make the safeguarding link as trusted adults will not necessarily know what they mean if they ever ask for help,</li> <li>• Focus on e-safety. Include cyberbullying. Include CEOP and how to report inappropriate content.</li> <li>• Discuss how people can become obsessed with games – spend hours online and lose the skill to communicate with people in real life, lose sleep, don't stay healthy, etc. Can harm family life.</li> </ul> <p style="text-align: center; color: red; font-weight: bold;">SELF IMAGE AND IDENTITY EVOLVE</p> <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>	<ul style="list-style-type: none"> <li>• Being safe</li> <li>• Online relationships</li> <li>• Internet safety and harms</li> </ul>

- that for most people the internet is an integral part of life and has many benefits. (Lots of benefits which makes life easier for us.)
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (Encourage them to limit their online time.)  
Health Well being Lifestyle
- why social media, some computer games and online gaming, for example, are age restricted. (Look at PEGI ratings.)

### ONLINE BULLYING Evolve

- I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
- I can explain how to block abusive users.
- I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

### PRVACY AND SECURITY Evolve

- I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.

## Unit 4: My Healthy Body

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Focus on illegal drugs, glue sniffing, etc.)</li> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Signs that you should see a doctor.)</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (Also include the risks of sun beds for skin cancer.)</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this, eg, walking or cycling to school, a daily active mile, vigorous exercise. (Look at the negative effects of being inactive.)</li> <li>• the risks associated with an inactive lifestyle (including obesity). (Effects on our mental and physical health.)</li> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (Separate boys and girls learn about the changes to their own gender's bodies.)</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle. (Girls only in Y5.)</li> <li>• Know the correct names and terms for private body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• What do the children know about legal and illegal drugs? Why do they think some people take drugs?</li> <li>• Police officer in for a workshop/discussion.</li> <li>• Brainstorm – Why do people take risks with their health?</li> <li>• Discuss why unintentional weight loss could be a problem. Or other changes, eg, lumps, rashes, headaches, etc. (Eg, sign of diabetes, overactive thyroid, celiac disease, cancer, etc.) It is really important to see the doctor – why do you think some people do not like to visit the doctor if they are feeling unwell?</li> <li>• Draw and write activity – <i>what I do to keep healthy</i>.</li> <li>• Food groups – food label survey.</li> <li>• Healthy lunch box project – create a healthy meal in small groups using the kitchen. Take photographs, write the recipe and encourage them to try them at home.</li> <li>• Survey of exercise taken by all members of school.</li> <li>• Group work to develop a <i>healthy decisions</i> checklist and poster display.</li> <li>• Visit from school nurse or equivalent person</li> <li>• Specialist invited in to deliver the puberty talks for boys and girls separately.</li> <li>• Children to be reminded of the correct body names and why it is important we know what they are, even if we do not use them on a daily basis.</li> <li>• Invite parents in to discuss these issues (mothers with the girls and fathers with the boys).</li> </ul> <p style="text-align: center;"><b>HEALTH, WELL BEING AND LIFESTYLE EVOLVE</b></p> <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 well-being with regards to technology</li> <li>• I can 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> </ul>	<ul style="list-style-type: none"> <li>• Drugs, alcohol and tobacco</li> <li>• Physical health and fitness</li> <li>• Changing adolescent body</li> <li>• Mental wellbeing</li> <li>• Health and prevention</li> </ul>

<ul style="list-style-type: none"><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online.) (No shame in asking for help.)</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. (Who can help us?)</li></ul>		
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