

RSE Curriculum Map - Year 5 and 6

	Knowledge	Social and Emotional Skills	Key Questions	Key Vocabulary	Cross Curricular Links
	BEING ME IN MY WORLD - AUTUMN 1				
Year 5	<p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>What makes an effective class team?</p> <p>How do all the different people in school work together so that it runs well? Does everyone have a role in school?</p> <p>Do you have choices about how to behave?</p> <p>How do rules, rewards and consequences help with this?</p> <p>What do you think democracy is? Can you give an example?</p> <p>What skills do you have that can help a team work well together?</p> <p>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</p> <p>Can you tell me about Calm Me time?</p>	<p>Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>	<p>Democracy - Greeks</p> <p>Citizen - RE</p>

Year 6	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive rolemodel</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p>	<p>How does your teacher use the Jigsaw Chime to teach you mindfulness? Why is mindfulness (the chime) helpful to you?</p> <p>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</p> <p>Does your teacher use Pause Points? What happens with these? Why do you think they are helpful?</p> <p>What are some of your hopes and dreams?</p> <p>What are some of the Universal Rights that all children share across the world?</p> <p>What have you learnt about children's lives in other parts of the world? What do you think and feel about this?</p> <p>Are your wants and needs similar or different from other children in the world?</p> <p>Why do we have laws in this country?</p> <p>What is a role model? Can you think of some good examples?</p>	<p>Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p>	<p>Lives of children - Brazil</p>
CELEBRATING DIFFERENCE - AUTUMN 2					
Year 5	<p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Develop respect for cultures different from their own</p>	<p>What is our culture?</p> <p>Can people with different cultures be friends?</p> <p>How can differences in culture cause conflict?</p> <p>What is racism?</p> <p>Why is racism unfair?</p> <p>What are your feelings about racism?</p> <p>How can bullying affect how a person feels about themselves? Is this fair?</p> <p>Is money more important than happiness?</p> <p>What can we do to help people who are less fortunate than us?</p> <p>Can you show me how to do a Calm me time?</p>	<p>Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.</p>	<p>E safety - ICT</p> <p>Work on Brazil - lives of children</p> <p>RE - understanding different faiths</p>

Year 6	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of celebration as well as conflict</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>	<p>What is prejudice and discrimination, can you give an example?</p> <p>Why is there an Equality Act in the UK? Who does it protect and why?</p> <p>What role does power play in a bullying situation? Who has the power and why?</p> <p>Why do some people choose to bully?</p> <p>Can difference be a source of celebration?</p> <p>Can you give an example?</p> <p>Does having Pause Points during lessons help you concentrate?</p> <p>How does being able to do Calm me time help you regulate your emotions?</p>	<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admirer, Stamina, Celebration, Conflict.</p>	
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DREAMS AND GOALS - SPRING 1

Year 5	<p>Know that they will need money to help them to achieve some of their dreams</p> <ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad 	<p>Verbalise what they would like their life to be like when they are grown up</p> <ul style="list-style-type: none"> • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others 	<p>What are your dreams and goals?</p> <ul style="list-style-type: none"> • Why might you need money to help you achieve your dreams and goals? • What jobs are you interested in doing when you are a grown-up? • How much do each of these jobs pay? • Tell me about the hopes and dreams of someone from a different culture? What are the similarities and differences from your own? • Shall I share with you what my dreams and goals were when I was at school? • What are the differences and similarities between you and someone from a different culture? • How does Jigsaw Jerrie Cat help you pause and reflect? • Does Calm Me time have a positive effect on you? 	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>	<p>RE - Learning from different cultures</p>
Year 6	<p>Know their own learning strengths</p> <ul style="list-style-type: none"> • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them 	<p>Understand why it is important to stretch the boundaries of their current learning</p> <ul style="list-style-type: none"> • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person's achievements 	<p>What are your learning strengths?</p> <ul style="list-style-type: none"> • What goal have you set at school? • What goal have you set for home? • How can I help you achieve your goals? • What problems in the world are you worried about? Is there anything we can do to help? • What do you think your classmates admire and like about you? • What do you think your family admire and like about you? • What do you admire about other people? • Do you have any role models? • Does calm Me time help you regulate your emotions? 	<p>Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition</p>	

HEALTHY ME - SPRING 2

<p>Year 5</p>	<p>Know the health risks of smoking</p> <ul style="list-style-type: none"> • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure • Know what makes a healthy lifestyle 	<p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <ul style="list-style-type: none"> • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy 	<p>What are the risks of smoking / misusing alcohol?</p> <ul style="list-style-type: none"> • What emergency procedures have you learnt? • How do you contact the police / ambulance service / fire department? • Why do some people have eating problems? • Can you tell me about a time when someone tried to make you do something you didn't want to? • What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? • What do you enjoy about how we try to keep healthy in our family? • Are there ways we could be healthier? • Does Calm Me time help you to stay calm? 	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>	<p>STAR Crucial Crew</p> <p>ICT - E safety</p> <p>PE</p> <p>Science - Animals including humans</p> <p>Swimming - safety</p>
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Year 6	<p>Know how to take responsibility for their own health</p> <ul style="list-style-type: none"> • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse 	<p>Are motivated to care for their own physical and emotional health</p> <ul style="list-style-type: none"> • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure 	<p>What can you do to keep yourself physically / mentally well?</p> <ul style="list-style-type: none"> • What types of drugs do you know about? • What makes you feel stressed? • What helps you when you feel stressed? • Can we share a Calm me time together? • Does Calm Me time help you stay calm and manage stress? • Can you recognise when anyone in our family is stressed? • What can you do if someone is putting pressure on you? • Does Jigsaw Jerrie Cat factor in your lessons? 	<p>Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</p>	<p>STAR Crucial Crew</p> <p>ICT - E safety</p> <p>PE</p> <p>Science - Animals including humans</p> <p>Swimming - safety</p>
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RELATIONSHIPS - SUMMER 1

<p>Year 5</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends</p>	<p>Can suggest strategies for building self-esteem of themselves and others Can identify when an online community /social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/social media Can say how to report unsafe online / social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>What online games do you like to play? Who do you play them with? Do you ever talk to people you don't know online? How do you know if people you talk to online are really who they say they are? What would you do if you saw or heard something online that made you feel uncomfortable? How much screen time do you think you should have every day? How shall we spend some special family time?</p>	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.</p>	<p>ICT - E safety Crucial Crew STAR</p>
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Year 6	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>	<p>What is mindfulness?</p> <p>What tips can you give me for taking care of my own mental health?</p> <p>What is the grief cycle? Do you have any tips for dealing with grief?</p> <p>Who do you talk to online? What would you do if they said something that you didn't like?</p> <p>How do you know if a website is genuine?</p>	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.</p>	<p>ICT - E safety</p> <p>Crucial Crew</p> <p>STAR</p>
CHANGING ME - SUMMER 2					

Year 5	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>	<p>Can you tell me how you feel about yourself?</p> <p>What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you?</p> <p>Do you have any worries about puberty?</p> <p>Do you have any questions about puberty?</p> <p>Do you have any questions that you'd like to ask me about how babies are conceived?</p> <p>What do you think it will be like when you are a teenager?</p> <p>What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now?</p> <p>What do you enjoy about being your age now?</p>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF,</p>	<p>Science - Human Lifecycle</p> <p>PE</p>
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				Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.	
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Year 6	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</p>	<p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>	<p>Can we talk about the changes that will happen to your body over the next few years?</p> <p>How do you feel about these changes?</p> <p>What does mutual respect mean? Why is that important in a relationship?</p> <p>What are you excited about in secondary school?</p> <p>What are you worried about in secondary school? What can we do with these worries?</p>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love,</p>	<p>Science - Human Lifecycle</p> <p>PE</p>
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				Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .	
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