

Relationships Education Years 5 and 6

Scarf unit	Year 5	Year 6
<p>Me and My Relationships</p> <p>(DfE category: Families and people who care for me; Respectful Relationships; Caring Friendships)</p>	<p>How good a friend are you?</p> <p>Demonstrate how to respond to a wide range of feelings in others.</p> <p>Give examples of some key qualities of friendship.</p> <p>Reflect on their own friendship qualities.</p> <p>Relationship cake recipe</p> <p>Identify what things make a relationship unhealthy.</p> <p>Identify who they could talk to if they needed help.</p>	<p>Solve the friendship problem</p> <p>Recognise some of the challenges that arise from friendships.</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Assertiveness</p> <p>List some assertive behaviours.</p> <p>Recognise peer influence and pressure.</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Don't force me</p> <p>Describe ways in which people show their commitment to each other.</p> <p>Know the ages at which a person can marry, depending on whether their parents agree.</p> <p>Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Acting appropriately</p> <p>Recognise that some types of physical contact can produce strong negative feelings.</p> <p>Know that some inappropriate touch is also illegal.</p>
<p>Valuing Difference</p> <p>(DfE category: Respectful relationships)</p>	<p>Qualities of friendship</p> <p>Define some key qualities of friendship.</p> <p>Describe ways of making a friendship last.</p> <p>Explain why friendships sometimes end.</p>	<p>Ok to be different</p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p>

	<p>Happy being me Develop an understanding of discrimination and its injustice, and describe this using examples. Empathise with people who have been, and currently are, subjected to injustice, including through racism. Consider how discriminatory behaviour can be challenged.</p> <p>Is it true? Understand that the information we see online, either text or images, is not always true or accurate. Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them. Understand and explain the difference between gender, gender identity, gender expression and sexual orientation.</p>	<p>Suggest strategies for dealing with bullying, as a bystander. Describe positive attributes of their peers.</p> <p>We have more in common than not Know that all people are unique but that we have far more in common with each other than what is different about us. Consider how a bystander can respond to someone being rude, offensive or bullying someone else. Demonstrate ways of offering support to someone who has been bullied.</p> <p>Advertising friendships Explain the difference between a friend and an acquaintance. Describe qualities of a strong, positive friendship. Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Boys will be boys? Define what is meant by the term stereotype. Recognise how the media can sometimes reinforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people.</p>
<p>Keeping Myself Safe</p> <p>(DfE category: Being Safe; Respectful relationships; Online relationships)</p>	<p>Decision dilemmas Recognise which situations are risky. Explore and share their views about decision making when faced with a risky situation. Suggest what someone should do when faced with a risky situation.</p>	<p>Traffic lights Identify strategies for keeping personal information safe online. Describe safe behaviours when using communication technology.</p>

	<p>Would you risk it? Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks. Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	<p>To share or not to share? Know that it is illegal to create and share sexual images of children under 18 years old. Explore the risks of sharing photos and films of themselves with other people directly or online. Know how to keep their information private online. Joe's story (part 2) Understand and give examples of conflicting emotions. Understand and reflect on how independence and responsibility go together.</p>
<p>Rights and responsibilities (DfE category: Being safe)</p>		<p>Fakebook friends Know the legal age (and reason behind these) for having a social media account. Understand why people don't tell the truth and often post only the good bits about themselves, online. Recognise that people's lives are much more balanced in real life, with positives and negatives.</p>
<p>Being my best (DfE category: Being safe)</p>	<p>Independence and Responsibility Identify people who are responsible for helping them stay healthy and safe. Identify ways that they can help these people. Star qualities Describe 'star' qualities of celebrities as portrayed by the media. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p>	<p>What's the risk? (2) Recognise what risk is. Explain how a risk can be reduced. Understand risks related to growing up and explain the need to be aware of these. Assess a risk to help keep themselves safe.</p>

	Describe 'star' qualities that 'ordinary' people have.	
<p>Growing and changing</p> <p>(DfE category: Respectful relationships; Online relationships; Being safe.)</p>	<p>How are they feeling? Use a range of words and phrases to describe the intensity of different feelings. Distinguish between good and not so good feelings, using appropriate vocabulary to describe these. Explain strategies they can use to build resilience.</p> <p>Taking notice of our feelings Identify people who can be trusted. Understand what kinds of touch are acceptable or unacceptable. Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>My changing body (Y3) Recognise that babies come from the joining of an egg and sperm.(content from National Curriculum for science) Understand that for girls, periods are a normal part of puberty.</p> <p>Period positive (Y4) Know the key facts of the menstrual cycle. Understand that periods are a normal part of puberty for girls. Identify some of the ways to cope better with periods.</p> <p>Growing up and changing bodies Identify some products that they may need during puberty and why. Know what menstruation is and why it happens.</p>	<p>I look great! Understand that fame can be short-lived. Recognise that photos can be changed to match society's view of perfect. Identify qualities that people have, as well as their looks.</p> <p>Media Manipulation Define what is meant by the term stereotype. Recognise how the media can sometimes reinforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people.</p> <p>Is this normal? Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. Suggest strategies that would help someone who felt challenged by the changes in puberty. Understand what FGM is and that it is an illegal practice in this country. Know where someone could get support if they were concerned about their own or another person's safety.</p>

	<p>Help I'm a teenager, get me out of here! Recognise how our body feels when we're relaxed. List some of the ways our body feels when it is nervous or sad. Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Stop, start stereotypes Recognise that some people can get bullied because of the way they express their gender. Give examples of how bullying behaviours can be stopped.</p>	
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