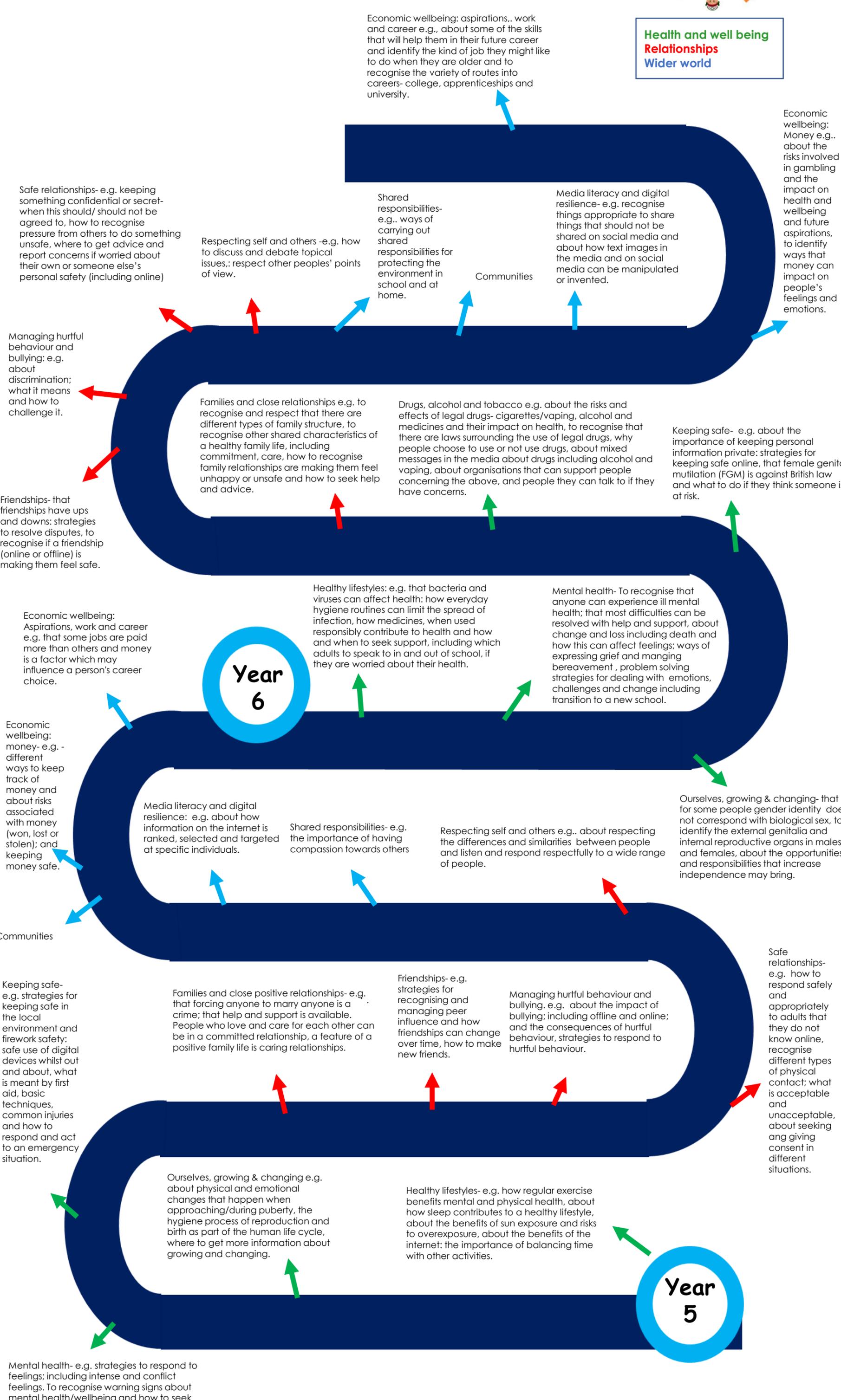


RSE Learning Journey



Health and well being
Relationships
Wider world



Economic wellbeing: aspirations, work and career e.g., about some of the skills that will help them in their future career and identify the kind of job they might like to do when they are older and to recognise the variety of routes into careers- college, apprenticeships and university.

Safe relationships- e.g. keeping something confidential or secret-when this should/ should not be agreed to, how to recognise pressure from others to do something unsafe, where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others -e.g. how to discuss and debate topical issues.; respect other peoples' points of view.

Shared responsibilities- e.g., ways of carrying out shared responsibilities for protecting the environment in school and at home.

Media literacy and digital resilience- e.g. recognise things that should not be shared on social media and about how text images in the media and on social media can be manipulated or invented.

Economic wellbeing: Money e.g., about the risks involved in gambling and the impact on health and wellbeing and future aspirations, to identify ways that money can impact on people's feelings and emotions.

Managing hurtful behaviour and bullying: e.g. about discrimination; what it means and how to challenge it.

Families and close relationships e.g. to recognise and respect that there are different types of family structure, to recognise other shared characteristics of a healthy family life, including commitment, care, how to recognise family relationships are making them feel unhappy or unsafe and how to seek help and advice.

Drugs, alcohol and tobacco e.g. about the risks and effects of legal drugs- cigarettes/vaping, alcohol and medicines and their impact on health, to recognise that there are laws surrounding the use of legal drugs, why people choose to use or not use drugs, about mixed messages in the media about drugs including alcohol and vaping, about organisations that can support people concerning the above, and people they can talk to if they have concerns.

Keeping safe- e.g. about the importance of keeping personal information private: strategies for keeping safe online, that female genital mutilation (FGM) is against British law and what to do if they think someone is at risk.

Friendships- that friendships have ups and downs: strategies to resolve disputes, to recognise if a friendship (online or offline) is making them feel safe.

Economic wellbeing: Aspirations, work and career e.g. that some jobs are paid more than others and money is a factor which may influence a person's career choice.

Healthy lifestyles: e.g. that bacteria and viruses can affect health: how everyday hygiene routines can limit the spread of infection, how medicines, when used responsibly contribute to health and how and when to seek support, including which adults to speak to in and out of school, if they are worried about their health.

Mental health- To recognise that anyone can experience ill mental health; that most difficulties can be resolved with help and support, about change and loss including death and how this can affect feelings; ways of expressing grief and managing bereavement, problem solving strategies for dealing with emotions, challenges and change including transition to a new school.

Economic wellbeing: money- e.g. - different ways to keep track of money and about risks associated with money (won, lost or stolen); and keeping money safe.

Media literacy and digital resilience: e.g. about how information on the internet is ranked, selected and targeted at specific individuals.

Shared responsibilities- e.g. the importance of having compassion towards others

Respecting self and others e.g., about respecting the differences and similarities between people and listen and respond respectfully to a wide range of people.

Ourselves, growing & changing- that for some people gender identity does not correspond with biological sex, to identify the external genitalia and internal reproductive organs in males and females, about the opportunities and responsibilities that increase independence may bring.

Communities

Keeping safe- e.g. strategies for keeping safe in the local environment and firework safety; safe use of digital devices whilst out and about, what is meant by first aid, basic techniques, common injuries and how to respond and act to an emergency situation.

Families and close positive relationships- e.g. that forcing anyone to marry anyone is a crime; that help and support is available. People who love and care for each other can be in a committed relationship, a feature of a positive family life is caring relationships.

Friendships- e.g. strategies for recognising and managing peer influence and how friendships can change over time, how to make new friends.

Managing hurtful behaviour and bullying, e.g. about the impact of bullying; including offline and online; and the consequences of hurtful behaviour, strategies to respond to hurtful behaviour.

Safe relationships- e.g. how to respond safely and appropriately to adults that they do not know online, recognise different types of physical contact; what is acceptable and unacceptable, about seeking and giving consent in different situations.

Ourselves, growing & changing e.g. about physical and emotional changes that happen when approaching/during puberty, the hygiene process of reproduction and birth as part of the human life cycle, where to get more information about growing and changing.

Healthy lifestyles- e.g. how regular exercise benefits mental and physical health, about how sleep contributes to a healthy lifestyle, about the benefits of sun exposure and risks to overexposure, about the benefits of the internet: the importance of balancing time with other activities.

Year 5

Mental health- e.g. strategies to respond to feelings; including intense and conflict feelings. To recognise warning signs about mental health/wellbeing and how to seek support.