PHSE Curriculum Map Cycle B

Y5/6 - Robins Class

	Autumn 1 - Me and My Relationships	Autumn 2 - Valuing Difference	Spring 1 - Keeping Myself Safe	Spring 2 - Rights & Responsibilities	Summer 1 - Being My Best	Summer 2 - Growing & Changing
Key objectives	I can: • explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. • know the difference between an active and passive bystander • give examples of negotiation and compromise. • explain what inappropriate touch is and give example. • know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	I can: • reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • describe how empathy can help people to be more tolerant and understanding of those who are different from them. • explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. • give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander.	I can: • explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. • give an example of how I have been able to get one (or more) of my emotional needs met. • explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. • give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made. • explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	I can: • explain how people's social media profiles often give a biased view of them • explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themself. • explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. • give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this. • explain the advantages and disadvantages of different ways of saving money.	I can: • tell you about an aspiration and goal I have and one (or more) of the steps I will need to achieve my goal. • tell you how I can overcome problems and challenges on the way to achieving my goals. • tell you that risks can be physical or emotional. • tell you about the things I (and others) can do to reduce or remove risk in different situations. • Show a basic understanding of first aid and how to treat common injuries • Make a clear and effective call to the emergency services	I can: • give an example of a secret that should be shared with a trusted adult. • tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. • suggest ways in which a person can feel better about their body changing and see it in a positive way. • give examples of other ways in which the way a person feels about themself can be affected (e.g. images of celebrities). • explain human reproduction • discuss what consent means in a variety of situations