

The LIFE Colchester Curriculum for PSHE Year B

Years 5 and 6

Key Knowledge – Factual information that children will acquire in the topic

Skills Progression – the building of key skills that children will develop as they go through the year groups and through the topic

Rationale – to include: why you teach this topic at all, why you teach it at your school and why you teach it in this sequence. Please make reference to any cross curricular links, school values and British Values

Subject Intent Statement

The Colchester School's Personal, Social, Health and Economic (PSHE) and Relationships Education (RSE) Curriculum helps pupils to become healthy, independent and responsible members of society.

We aim to promote personal development in a structured and developmentally appropriate way in order to provide pupils with the knowledge, understanding, attitudes and values to live safely, confidently and happily in Modern Britain. We enable children to develop their sense of self-worth by encouraging them to play a positive role in contributing to school life and the wider community. Our curriculum covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. British values

PSHE and RSE teaching across the Colchester schools enables pupils to establish and maintain meaningful and fulfilling relationships, characterised by respect for themselves and others, both at home, at school, and within the local community. They are encouraged to make informed choices about mental health, physical health and well-being, and they know where and how to seek help if needed. Pupils are taught to show respect and compassion for themselves and others within the wider world, and they will acquire the curiosity and confidence to question, challenge and reflect upon moral, social and cultural issues that are part of growing up in the modern world.

Topic	Key knowledge This should include national curriculum statements	Skills Progression	Vocabulary	Rationale
Me and the World I Live In	<ol style="list-style-type: none"> 1. Know how resilience helps us to achieve goals. 2. Know how to set realistic and challenging goals and what the learning steps are they need to take to achieve their goal 3. Know a variety of problems that the world is facing 4. Know how democracy works (including the role of councillors) in our local area. 5. Know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. 6. Know that our emotions can be linked to money. 7. Know that when money is borrowed it needs to be paid back, usually with interest. 	<ol style="list-style-type: none"> 1. Be able to talk about our goals and worries and think of ways to stay strong and positive even when faced with challenges. 2. Be able to set success criteria so that they know when they have achieved their goal 3. Be able to recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances 4. Be able to understand that that councillors have to balance looking after local residents and the needs of the council. 5. Be able to develop an understanding of how parliament and Government work. 6. Be able to develop emotional intelligence related to financial matters. 7. Be able to understand that people make different decisions about money and can feel differently about borrowing. 	Resilience, Goals, Worries, Fears, Value, Welcome Dream, Hope, Goal, Strengths, Achievement, Success Criteria, Learning Steps Global, Issue, Suffering, Concern, Hardship Democracy, Council, Councillor, County, Council , District Council, Unitary Authority, Budget, Priority Parliament, Monarch, Government, House of Commons , House Of Lords, Prime Minister, Opposition Continuum, Cope, Earnings, Emotion, Healthy, Wellbeing Lend, Borrow, Interest, Repayment	Our PSHE curriculum is designed to empower pupils with essential life skills and values, aligned with our school ethos of boundless creativity, courageous optimism, and heartfelt compassion, as well as British Values. This topic fosters resilience, goal-setting, and problem-solving, which are crucial for personal development and societal contribution. By understanding local and national governance, pupils appreciate the democratic processes and their role within them, and the inclusion of financial literacy prepares them for responsible adulthood. We teach this topic sequentially to build from personal goal setting and resilience to broader societal issues. This approach nurtures well-rounded individuals who are not only aware of global issues but are also equipped to tackle them creatively and compassionately.
Relationships and Valuing Differences	<ol style="list-style-type: none"> 1. Know what respect is 2. Know the importance of self-respect and how this affects happiness and decision-making 3. Know respect is as important online as it is offline and know who can help with online problems 4. Know the concepts of negotiation and compromise 5. Know that stereotypes can be unfair, negative and destructive 6. Know that that loss and change can cause a range of emotions 	<ol style="list-style-type: none"> 1. Be able to discuss how and why respect is an important part of relationships 2. Be able to explore our positive attributes and being proud of these 3. Be able to identify when an online community/social media group feels risky, uncomfortable, or unsafe 4. Be able to identify ways to resolve conflict through negotiation and compromise 5. Be able to identify ways to challenge stereotypes 6. Be able to recognise feelings of grief and have strategies to manage them 	Respect, Earn, Lose, Courtesy, Disrespect, Consent, Personal Boundaries Attributes, Proud, Skill, Self-Respect Internet Trolling, Bullying, Cyberbullying, Negative, Anonymous, Identity, Respect Conflict, Argument, Disagreement, Solve, Resolve, Apology Stereotype, Message, Age, Race, Disability, Gender, Age, Religion, Disability	This topic supports our school's values of courageous optimism and heartfelt compassion by encouraging pupils to develop positive relationships, embrace diversity and respect differences. Aligned with the statutory guidance for relationships education (2021), the learning addresses fundamental building blocks and characteristics of positive relationships, focusing on respect and friendships (both online and offline). The curriculum builds foundational knowledge about diversity, bodily autonomy, and roles in bullying, while developing skills like setting boundaries in relationships, challenging stereotypes, and

			Feelings, Grief, Grieving, Change, Loss, Death, Emotions	managing bereavement. This sequence promotes British Values, especially mutual respect and tolerance, and prepares pupils to form strong, positive relationships, both offline and online, while understanding the importance of safety and respect.
Health, Safety and Change	<ol style="list-style-type: none"> 1. Know the risks associated with drinking alcohol 2. Know some strategies I can use to overcome pressure from others and make my own decisions 3. Know that the media can have a negative effect on the way we see ourselves 4. Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally 5. (Year 6 only) Know that sexual intercourse can lead to conception (Year 5) Know the process of the menstrual cycle 6. (Year 6 only) Know how a baby develops (Year 5) Know the names of the external sexual parts of the body and the internal reproductive organs 7. Know that a big change can bring opportunities but also worries 	<ol style="list-style-type: none"> 1. Be able to make informed decisions about whether they choose to drink alcohol when they are older 2. Be able to suggest strategies someone could use to avoid being pressured 3. Be able to celebrate what they like about their own and others' self- image and body-image 4. Be able to express how I feel about the changes that will happen to me during puberty 5. (Year 6 only) Be able to recognise how I feel when I reflect on the biology of conception (Year 5) 1-Be able to describe the key stages of the menstrual cycle and the changes that occur in the female body/ 6. (Year 6 only) Be able to recognise how I feel when I reflect on the development and birth of a baby (Year 5) 1-Be able to describe the key changes that occur in the male body during puberty 7. Use strategies to prepare themselves emotionally for the transition to secondary school/ Year 6 and identify things they are looking forward to 	<p>Excessive, alcohol, choice, risk, short term, long term, responsible</p> <p>Alcohol, drugs, tobacco, influence, choice, for, against, decision, pressure, peer pressure, peer acceptance</p> <p>Self-image, Body-image, Manipulation, Media, Images, Change</p> <p>Puberty, cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, vaginal opening, labia, penis, bladder, testicle, scrotum, sperm duct, breasts</p> <p>Sperm, egg, erection, fertilise, conception, sexual intercourse, relationship</p> <p>menstruation/period, egg, ova, ovaries, fallopian tube, uterus, womb, bleeding, lining, sanitary products, towels/ pads, tampons, reusable products</p> <p>sperm, egg, erection, fertilise, conception, sexual intercourse, relationship, pregnancy, development, commitment, baby, love, care</p> <p>penis, sperm, voice breaking, erections, wet dreams, ejaculation</p>	<p>This topic is taught to equip pupils with essential knowledge and skills to make informed decisions about their health, safety and wellbeing. The curriculum, promotes respect and personal responsibility, addressing key topics such as the risks of alcohol, drugs and tobacco, the impact of media on self-image, and the physical and emotional changes of puberty. By teaching this content in a structured sequence, we ensure that pupils build a solid foundation of understanding and self-awareness before tackling more complex issues, such as conception and the development of a baby, which are introduced at the appropriate maturity level in Year 6. This approach prepares pupils to make informed decisions, resist peer pressure, and embrace their unique identities with confidence. This curriculum empowers pupils to face life's challenges with confidence and compassion, encouraging them to embrace change as an opportunity for growth and responsibility, ensuring a positive transition to secondary education.</p>