

**Personal Social Health Education /
Sex & Relationships Education
Upper Key Stage Two**



Placing learning at the heart of everything we do.





Year Five Intention Map



Learning Intentions

1. Facing new challenges positively and knowing how to set personal goals.
2. Understanding their rights and responsibilities as a British citizen.
3. Understanding their rights and responsibilities as a British citizen and as a member of the school.
4. Making choices about their own behaviour because they understand how rewards and consequences feel.
5. Understanding how an individual's behaviour can impact on a group.
6. Understand how democracy and having a voice benefits the school community and know how to participate in this.

Being Me in My World

Knowledge Intentions

1. I know what I value most about my school and can identify my hopes for this school year.
2. I can empathise with people in this country whose lives are different to my own.
3. I understand that my actions affect me and others.
4. I can contribute to the group and understand how we can function best as a whole.
5. I understand why our school community benefits from a Learning Charter and can help others to follow it.



Learning Intentions

1. Understand that cultural differences sometimes cause conflict.
2. Understand what racism is.
3. Understand how rumour spreading and name calling can be bullying behaviours.
4. Being able to explain the difference between direct and indirect types of bullying.
5. Being able to compare their life with people in the developing world.
6. Enjoying the experience of a culture other than their own.

Celebrating Difference

Knowledge Intentions

1. I am aware of my own culture.
2. I am aware of my attitude towards people from different races.
3. I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one.
4. I know ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.
5. I can appreciate the value of happiness regardless of material wealth.
6. I respect my own and other people's cultures.



Learning Intentions

1. Understand that I will need money to help me achieve some of my dreams.
2. Know about a range of jobs carried out by people they know and explore how much people might earn in different jobs.
3. Identify a job they would like to do when they grow up and understand what motivates them and what they might need to do to achieve it.
4. Being able to describe the dreams and goals of young people in a culture different from their own.
5. Understand that communicating with someone in a different culture means we can learn from each other and can identify a range of ways that we can support each other.
6. Being able to encourage peers to support young people here and abroad to meet their aspirations, and suggest ways they might do this, e.g. through sponsorship.

Dreams & Goals

Knowledge Intentions

1. I can identify what I would like my life to be like when I am grown up.
2. I appreciate the contribution made by people in different jobs.
3. I appreciate the opportunities that learning, and education are giving me and understand how this will help me to build my future.
4. I can reflect on how these relate to my own.
5. I appreciate the similarities and differences in aspirations between myself and young people in a different culture.
6. I understand why I am motivated to make a positive contribution to supporting others.

Learning Intentions

1. Knowing the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
2. Know that some risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
3. Knowing and being able to put into practice basic emergency aids procedures (including recovery position) and know how to get help in emergency situations.
4. Understanding how the media and celebrity culture promote certain body types.
5. Being able to describe the different roles food can play in people's lives and being able to explain how people can develop eating problems (disorders) relating to body image pressures.
6. Knowing what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy.

Healthy Me

Knowledge Intentions

1. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.
2. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.
3. I know how to keep myself calm in emergencies.
4. I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am.
5. I respect and value my body.
6. I am motivated to keep myself healthy and happy.





Learning Intentions

Relationships

Knowledge Intentions

1. *Have an accurate picture of who they are as a person in terms of their characteristics and personal qualities.*
2. *Being able to recognise how friendships change, knowing how to make new friends and how to manage when they fall out with their friends.*
3. *Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.*
4. *Understand how to stay safe when using technology to communicate with their friends.*



1. *I know how to keep building my own self-esteem.*
2. *I know how to stand up for myself and how to negotiate and compromise.*
3. *I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend.*
4. *I can recognise the feeling of jealousy, where it comes from and how to manage it.*
5. *I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.*

Learning Intentions

Changing Me

Knowledge Intentions

1. *Being aware of own self-image and how their body image fit into that.*
2. *Being able to explain how a girl's body changes during puberty and understand the importance of looking after their selves physically and emotionally.*
3. *Describe how boy's and girl's bodies change during puberty.*
4. *Understand that sexual intercourse can lead to conception and that is how babies are usually made.*
5. *Understand that sometimes people have IVF to help them have a baby.*
6. *Identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).*
7. *Identify what they are looking forward to when they are in Year Six*

1. *I know how to develop my own self esteem.*
2. *I understand that puberty is a natural process that happens to everybody and that it will be OK for me.*
3. *I can express how I feel about the changes that will happen to me during puberty.*
4. *I appreciate how amazing it is that human bodies can reproduce in these ways.*
5. *I am confident that I can cope with the changes that growing up will bring.*
6. *I can start to think about changes I will make when I am in Year Six and know how to go about this.*



Year Six Intention Map



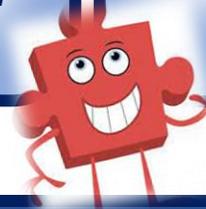
Learning Intentions

1. Identify their goals for the year, understanding their fears and worries about the future and know how to express them.
2. Know that there are universal rights for all children but for many children these rights are not met.
3. Understand that their actions affect other people locally and globally.
4. Make choices about their own behaviour because they understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
5. Understand how an individual's behaviour can impact on a group.
6. Understand how democracy and having a voice benefits the school community.

Being Me in My World

Knowledge Intentions

1. I feel welcome and valued and know how to make others feel the same.
2. I understand my own wants and needs and can compare these with children in different communities.
3. I understand that my actions affect myself and others, I care about other people's feelings and try to empathise with them.
4. I can contribute to the group and understand how we can function best as a whole.
5. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.



Learning Intentions

1. Understand there are different perceptions about what normal means.
2. Understand how having a disability could affect someone's life.
3. Explain some of the ways in which one person or a group can have power over another.
4. Give examples of people with disabilities who lead amazing lives.
5. Explain ways in which difference can be a source of conflict and a cause for celebration.

Celebrating Difference

Knowledge Intentions

1. I can empathise with people who are living with disabilities.
2. I am aware of my attitude towards people with disabilities.
3. I know how it can feel to be excluded or treated badly by being different in some way.
4. I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one.
5. I appreciate people for who they are.
6. I can show empathy with people in either situation.



Learning Intentions

1. Know their learning strengths and can set challenging but realistic goals for themselves (e.g. on in-school goal and one out of school goal).
2. Work out earning steps needed to be taken in order to reach their goal and understand how to motivate themselves to work on these.
3. Can identify problems in the world that concern me and talk to other people about them.
4. Can work with other people to help make the world a better place.
5. Can describe some ways in which they can work with other people to help make the world a better place.
6. Know what some people in my class like or admire about me and can accept their praise.

Dreams & Goals

Knowledge Intentions

1. I understand why it is important to stretch the boundaries of my current learning.
2. I can get success criteria so that I will know whether I have reached my goal.
3. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.
4. I can identify why I am motivated to do this.
5. I can give praise and compliments to other people when I recognise their contributions and achievements.



Learning Intentions

1. Know the impact of food on the body. e.g. creating energy, giving comfort and altering mood.
2. Know about different types or drugs and their uses and their effects on the body particularly the liver and heart.
3. Can evaluate when alcohol is being used responsibly, anti-socially or being misused.
4. Know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations.
5. Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
6. Can recognise when they feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.

Healthy Me

Knowledge Intentions

1. I am motivated to give my body the best combination of food for my physical and emotional health.
2. I am motivated to find ways to be happy and cope with life's situations without using drugs.
3. I can tell you how I feel about using alcohol when I am older and my reasons for this.
4. I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.
5. I know how to help myself feel emotionally healthy and can recognise when I need help with this.
6. I can use different strategies to manage stress and pressure.



Learning Intentions

1. Can identify the most significant people to be in my life so far.
2. Know some of the feelings we can have when someone dies or leaves.
3. Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
4. Can recognise when people are trying to gain power or control.
5. Understand how technology can be used to try to gain power or control and can use strategies to prevent this from happening.
6. Can use technology positively and safely to communicate with my friends and family.

Relationships

1. I understand how it feels to have people in my life that are special to me.
2. I can use some strategies to manage feelings associated with loss and can help other people to do so.
3. I can recognise when I am feeling those emotions and have strategies to manage them.
4. I can demonstrate ways I could stand up for myself and my friends in situation where others are trying to gain power or control.
5. I can take responsibility for my own safety and well-being.



Learning Intentions

1. Be aware of own self-image and how their body image fits into that.
2. Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
3. Ask the questions they need answered about changes during puberty.
4. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
5. Understand how being physically attracted to someone changes the nature of the relationship.
6. Identify what they are looking forward to and what worries them about the transition to secondary school.

Changing Me

1. I know how to develop my own self esteem.
2. I can express how I feel about the changes that will happen to me during puberty.
3. I can reflect on how I feel about asking the questions and about the answers I receive.
4. I recognise how I feel when I reflect on the development and birth of a baby.
5. I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.
6. I know how to prepare myself emotionally for starting secondary school.

Knowledge Intentions