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| **Aims and Intentions**    Children will:   * Take individual responsibility for their physical and mental wellbeing. * Understand the risks of drugs and alcohol and how to stay safe online. * Develop resilience, independence and responsibility. * Develop personal and social skills required to succeed in commerce and industry. * Identify misleading information and be critical or misleading news or views they might encounter. | | | | | |
| **Term** | **Unit** | **Overview** | **Knowledge** | **Skills** | **Assessment** |
| **Autumn** | Families and Relationships | Children will develop an understanding of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; explore the impact of bullying and what influences a bully’s behaviour; learning to appreciate our attributes. | * To know that marriage is a legal commitment and is a choice people can make. * To know that if I have a problem, I can call ChildLine on 0800 1111. * To know what attributes and skills make a good friend. * To understand what might lead to someone bullying others. * To know what action a bystander can take when they see bullying. * To understand that positive attributes are the good qualities that someone has. * To know that stereotypes can be unfair, negative and destructive. * To know that discrimination is the unfair treatment of * different groups of people, especially on the grounds of race, age, sex, or disability. | * Identify ways families might make children feel unhappy or unsafe. * Explore the impact that bullying might have. * Explore issues which might be encountered in friendships and how these might impact the friendship. * Explore and question the assumptions we make about people based on how they look. * Explore our positive attributes and being proud of these (self-respect). | * Can they describe what qualities a good friend should have and recognise which of these they have and which they could develop? * Do they recognise that friendships have ups and downs and this is normal? * Do they understand what marriage is and that it is a choice people make? * Do they recognise that we all have a range of attributes that make us who we are and we should be proud of these? * Do they understand that sometimes families can make children feel unhappy or unsafe? * Can they understand why someone might bully others? * Do they understand that attitudes and laws around gender have changed over time? * Do they understand that stereotypes exist and these can lead to discrimination? |
| **Vocabulary: attributes, bystander, marriage, bullying, cyberbullying, secret, wedding** | | | |
| **Autumn/**  **Spring** | Health and Wellbeing | Children will learn to take greater responsibility for sleep, sun safety, healthy eating and managing  feelings; setting goals and  embracing failure; understanding the importance of rest and  relaxation. | * To understand the risks of sun exposure. * To know that relaxation stretches can help us to relax and de-stress. * To know that calories are the unit that we use to measure the amount of energy certain foods give us. * To know that what we do before bed can affect our sleep quality. * To understand what can cause stress. * To understand that failure is an important part of success. | * Develop independence for protecting myself in the sun. * Understand the relationship between stress and relaxation. * Consider calories and food groups to plan healthy meals. * Develop greater responsibility for ensuring good quality sleep. * Take responsibility for my own feelings. | * Can they follow instructions to perform some yoga poses? * Can they describe how yoga makes them feel? * Do they understand the benefits of sleep? * Can they explain why you should embrace failure? * Can they describe a strategy to help manage their feelings of failure and to help them to persevere? * Can they set themselves goals and consider how they will achieve them? * Can they take responsibility for their own feelings and actions and use vocabulary to describe these? * Can they explain what calories are and how to use them to help plan healthy meals? * Do they recognise the food groups and acknowledge that having a variety of food is important to achieving a balanced and healthy diet? * Do they understand how to keep safe in the sun and identify some of the risks now and in the future if they don’t? |
| **Vocabulary: fail, protect, responsibility, goal, relaxation, steps.** | | | |

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| **Term** | **Unit** | **Overview** | **Knowledge** | **Skills** | **Assessment** |
| **Spring** | Safety and the changing body | Children will explore the emotional and physical changes of puberty,  including menstruation; learn  about online safety, influence, strategies to overcome potential  dangers and how to administer first aid to someone who is bleeding. | * To know the steps to take before sending a message online (using the THINK mnemonic). * To know some of the possible risks online. * To know some strategies I can use to overcome pressure from others and make my own decisions. * To understand the process of the menstrual cycle. * To know the names of the external sexual parts of the body and the internal reproductive organs. * To know that puberty happens at different ages for different people. To know how to assess a casualty's condition. | * Develop an understanding of how to ensure relationships online are safe. * Learn to make 'for' and 'against' arguments to help with decision making. * Learn about the emotional changes during puberty. * Identify reliable sources of help with puberty. * Learn about how to help someone who is bleeding. | * Do they understand what is safe to share online and what they should do before sending a message? * Can they identify possible dangers online, suggesting ways to stay safe? * Can they use the web to research relevant information? * Can they accurately name all the relevant parts of the body in relation to puberty? * Do they understand the changes their body will go through during puberty? * Do they understand the emotional changes that occur during puberty? * Can they assess a casualty’s condition calmly, ensuring the safety of themselves and others? * Do they understand that other people can influence our decisions but that they have the right to make their own choices? |
| **Vocabulary: attraction, bladder, breasts, cervix, clitoris, decision, egg/ova, ejaculation, erection, fallopian tube, friend, influence, labia, menstruation/period, nipples, ovary/ovaries, private, puberty, pubic hair, scrotum, testicles/testes, vagina, vulva** | | | |
| **Spring/ Summer** | Citizenship | Children will be introduced to the justice system; how parliament works; and the role of pressure groups. They will learn about rights and  responsibilities, the impact of  energy on the planet and  contributing to the community. | * To know what happens when someone breaks the law. * To understand the waste hierarchy. * To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. * To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government’s work. * To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. | * Explaining why reducing the use of materials is positive for the environment. * Discussing how rights and responsibilities link. * Exploring the right to a freedom of expression. * Identifying the contribution people make to the community and how this is recognised. * Developing an understanding * of how parliament and Government work. * Identifying ways people can bring about change in society. | * Do they understand what happens when someone breaks the law? * Do they understand that there are responsibilities which come with freedom of expression? * Can they explain how reducing use of materials and energy will help the environment? * Do they understand how people contribute to society and how this is recognised? * Do they understand the role of pressure groups? * Can they explain how parliament works, including key roles such as Prime Minister and the Speaker. |
| **Vocabulary: defendant, environment, freedom of expression, government, House of Commons, human rights, judge, jury, Member of Parliament (MP), parliament, pressure group, prime minister, trial** | | | |
| **Summer** | Economic Wellbeing | Children will develop understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace. | * To know that when money is borrowed it needs to be paid back, usually with interest. * To know that it is important to prioritise spending. * To know that income is the amount of money received and expenditure is the amount of money spent. * To know some ways that people lose money. | * Discuss risks associated with money. * Make a budget based on priorities. * Discuss the role of money in selecting a job. * Discuss how income can change and the feeling associated with this. | * Do they understand that borrowing money is a way to pay for something but this has to be repaid? * Do they understand what income and expenditure are and how these can be recorded? * Do they understand that there are risks associated with money and what some of these are? * Do they understand how to create a weekly budget, including prioritising needs over wants? * Do they understand that stereotypes exist in the workplace and how these can affect people? |
| **Vocabulary: discrimination, expenditure, giving back, income, interest, repayment** | | | |
| **Summer** | Transition | Help Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings. | * To understand the skills needed for roles in school. | * Recognise own skills and how these can be developed. | * Can they identify different roles in school and the skills needed to complete these effectively? * Do they recognise their own skills and how they can develop these further? |
| **Vocabulary: skill, responsibility, role achievement** | | | |

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| **Enrichment Opportunities** | School nurse visitor, PCSO visitor, Dentist visit/visitor, NSCPP, Links with local banks and building societies, Believe housing, Visitors from different work industries/environments, local MP |