|  |
| --- |
| **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 managingfeelings; setting goals andembracing failure; understanding the importance of rest andrelaxation. | * 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.** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term**  | **Unit**  | **Overview** | **Knowledge** | **Skills**  | **Assessment**  |
| **Spring** | Safety and the changing body | Children will explore the emotional and physical changes of puberty,including menstruation; learnabout online safety, influence, strategies to overcome potentialdangers 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 andresponsibilities, the impact ofenergy on the planet andcontributing 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**  |

|  |  |
| --- | --- |
| **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 |