

Year 5 Medium Term Planning



Topic	NC Objectives	Key Skills and Knowledge	Vocabulary	Cross Curricular Links
<p>RSE Relationships And being safe</p>	<p>that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded;</p> <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict,</p> <p>how to manage these situations and how to seek help or advice from others, if needed.</p> <p>that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right</p> <p>how to report concerns or abuse and the vocabulary and confidence</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>how to respond safely and</p>	<p>what makes a healthy friendship and how they make people feel included</p> <p>strategies to help someone feel included.</p> <p>that it is common for friendships to experience challenges</p> <p>strategies to positively resolve disputes and reconcile differences in friendships</p> <p>that friendships can change over time and the benefits of having new and different types of friends</p> <p>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>when and how to seek support in relation to friendships</p>	<p>Communication Support Challenge Resolve dispute</p>	<p>Computing Safer internet day</p>

	<p>appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</p> <p>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</p>			
<p>RSE Puberty and hygiene Well - being</p>	<p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>about menstrual wellbeing, including the key facts about the menstrual cycle.</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;</p> <p>about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin</p> <p>about personal hygiene and germs including bacteria,</p>	<p>how sleep contributes to a healthy lifestyle</p> <p>healthy sleep strategies and how to maintain them</p> <p>that bacteria and viruses can affect health</p> <p>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>to recognise the shared responsibility of keeping a clean environment</p> <p>to understand that good personal hygiene becomes even more important through puberty.</p> <p>To know how their body will and emotions may change as they approach and move through puberty.</p> <p>Understand about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Lifestyle Healthy Period Wet Dream Period Egg Fertilisation Emotions</p>	<p>Healthy Lifestyle Week</p> <p>Science</p>

	viruses, how they are spread and treated and the importance of handwashing;			
<p>RSE Difference and Diversity</p>	<p>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</p>	<p>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>that for some people their gender identity does not correspond with their biological sex</p> <p>how to recognise, respect and express their individuality and personal qualities</p> <p>Know why being different can provoke bullying and why this is unacceptable.</p> <p>To understand the nature and consequence of discrimination, teasing, bullying and aggressive behaviours and prejudice based language</p>	<p>personal identity gender recognise respect express wellbeing FGM, injuries</p>	<p>RE Anti-Bullying Week</p>
<p>Ways to support each other</p>	<p>that the Internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;</p> <p>the importance of self-respect and how this links to their own happiness;</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships;</p>	<p>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>to recognise unsafe or suspicious content online</p> <p>when and how to seek support in relation to friendships</p> <p>how to recognise if a friendship is making someone feel unsafe, worried, or uncomfortable</p> <p>strategies to positively resolve disputes and reconcile differences in friendships</p>	<p>Healthy friendships relationship influence communication support peer reliable</p>	<p>Computing Safer Internet Day</p>

<p>Laws and Rules</p>	<p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them;</p> <p>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe</p>	<p>You need rules to keep people safe and so people know what behaviour they should be following.</p> <p>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p>	<p>Laws society human rights responsibilities rights police</p>	<p>Comp Safer Internet day</p>
<p>KidSafe Programme 1</p>	<p>NC links and Key knowledge</p> <p>During the full programme one children will learn</p> <p>that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</p> <p>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>how to report concerns or abuse and the vocabulary and confidence needed to do so;</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</p> <p>the conventions of courtesy and manners;</p> <p>that in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority;</p>			

the importance of self- respect and how this links to their own happiness;

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);

how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

what to do and whom to tell if they are frightened or worried about something they have seen online

why social media, some computer games and online gaming, for example, are age restricted;

GDS

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons, and while some topics have outcomes which specifically lend themselves to fitting an assessment criteria others do not. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

