



In all that we do, may our values shine through

Eardisley CE Primary School Year 5 - 6 Cycle A

Autumn Term Relationships How might friendships change as we grow?	Spring Term Living in the Wider World How can we protect our environment?	Summer Term Health and Wellbeing What can I do to keep myself healthy?
Prior Knowledge Most children will already be able to: understand the features of positive and healthy friendships. • Recognise the importance of respecting the differences and similarities between people. • Know basic techniques for resisting pressure to do something they don't want to do	Prior Knowledge Most children will already be able to: Explain things they can do to help look after the environment. • Describe different jobs that people do and how they require different strengths and interests	Prior Knowledge Most children will already be able to: be able to explain how bodies change physically and emotionally. • Know how to identify potential hazards and what to do in an emergency. • Know some basic first aid.
End of Key Stage Objective-Children should be able to:	End of Key Stage Objective-Children should be able to:	End of Key Stage Objective-Children should be able to:
Understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; know strategies for how to include them. R14 • Know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. R15 • Understand that friendships can change over time, about making new friends and the benefits of having different types of friends. R16 • Recognise that friendships have ups and downs; know strategies to resolve disputes and reconcile differences positively and safely. R17	Know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L	Understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep. H8 • Recognise that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; how to maintain personal hygiene. H9 • Explain how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H10 • Explain the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. H1
Relationships	Living in the Wider World	Health and Wellbeing

Prejudice and point of view	Let's explore jobs and careers	What can we manage risk?
<ul style="list-style-type: none"> • Learn about discrimination: what it means and how to challenge it. R21 • How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. R34 	<p>Explain what might influence people's decisions about a job or career. L28 Know about stereotypes in the workplace and that person's career aspirations should not be limited by them. L27</p> <ul style="list-style-type: none"> • Explain what might influence people's decisions about a job or career. L28 • Understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. L29 • Identify the kind of job that they might like to do when they are older. L31 • Recognise a variety of routes into careers. L32 	<ul style="list-style-type: none"> • Recognise reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H37 • Understand the importance of taking medicines correctly and using household products safely. H40 • Understand the importance of keeping personal information private and know strategies for keeping safe online; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. H42 <ul style="list-style-type: none"> • Recognise that female genital mutilation (FGM) is against British Law; what to do and whom to tell if they think they or someone they know might be at risk. H45 (see guidance). • Recognise the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. H46 • Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. H47 • Explain why people choose to use or not use drugs. H48 • Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping. H49

		<ul style="list-style-type: none"> • Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. H50
<p>SUBJECT-SPECIFIC VOCABULARY Trolling, harassment, inclusion, exclusion, racism, homophobia, sexism, peer influence, peer approval, healthy friendship, discrimination, consent, equality, resolve and reconcile disputes.</p>	<p>SUBJECT-SPECIFIC VOCABULARY environment, shared responsibility, allocation of resources, everyday actions / choices, reducing, reusing, recycling, food choices, Fair Trade, single-use plastics, charity, spending decisions, stereotypes, opportunities, career aspirations, working conditions, voluntary work, college, apprenticeship, university.</p>	<p>SUBJECT-SPECIFIC VOCABULARY an exposure and risks of overexposure, heatstroke, healthy sleep strategies, vaccinations, immunisations, allergies, bacteria and viruses, personal hygiene, medicines, age restrictions and age ratings, personal safety and wellbeing, legal and illegal drugs, personal information, alcohol, nicotine, vaping, cigarettes, e-cigarettes, media, FGM (female genital mutilation)</p>
<p>Enrichment We will endeavour to include:</p> <ul style="list-style-type: none"> • Anti-Bullying Week – usually second week in November (Anti-bullying alliance) <ul style="list-style-type: none"> • NSPCC (PANTS) • Philosophy for Children • Pupils2Parliament debates 	<p>Enrichment We will endeavour to include:</p> <ul style="list-style-type: none"> • Internet Safety Day – second week in February – school-wide approach <p>British Values – Rule of Law and the workings of Democracy and Parliament</p> <ul style="list-style-type: none"> • Philosophy for Children <p>Pupils2Parliament debates</p>	<p>Enrichment We will endeavour to include:</p> <ul style="list-style-type: none"> • First Aider <p>Local police and fire service</p> <ul style="list-style-type: none"> • Philosophy for Children <p>Pupils2Parliament debates</p>