



In all that we do, may our values shine through

Eardisley CE Primary School Year 5 - 6 Cycle B

<p>Autumn Term Relationships</p> <p>What is a healthy relationship?</p>	<p>Spring Term Living in the Wider World</p> <p>How can the media influence people?</p>	<p>Summer Term Health and Wellbeing</p> <p>What can I do to maintain a healthy lifestyle</p>
<p>Prior Knowledge Most children will already be able to: recognise that there are different types of relationships (friendships, family, romantic, online). • Understand how people may feel if they experience hurtful behaviour or bullying. • Know how to play and work cooperatively with other people</p>	<p>Prior Knowledge Most children will already be able to: Recognise that they are all equal but there are ways in which they are the same and different to others in their community. • Recognise the difference between people's needs and wants and how this influences their choices about spending money</p>	<p>Prior Knowledge Most children will already be able to:</p> <ul style="list-style-type: none"> • name body parts and know that these change. • Know how individual they are. • Know what consists of an emergency and who they might call for help.
<p>End of Key Stage Objective-Children should be able to:</p>	<p>End of Key Stage Objective-Children should be able to:</p>	<p>End of Key Stage Objective-Children should be able to:</p>
<p>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). R1</p> <ul style="list-style-type: none"> • Understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. R2 • Know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. R3 • Explain that people who love and care for each other can be in a committed relationship 	<p>Understand what diversity means; the benefits of living in a diverse community; about valuing diversity within communities. L8</p> <ul style="list-style-type: none"> • Know about stereotypes;; know strategies for challenging stereotypes. L9 • Know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. L10 • Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. L15 • Know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of 	<p>Understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. H13</p> <ul style="list-style-type: none"> • Recognise how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. H14 • Recognise that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H15 • Understand strategies and behaviours that support mental health. H16 • Know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and

<p>(e.g. marriage), living together, but may also live apart. R5</p>	<p>sources and identify misinformation. L16</p>	<p>proportionately in different situations. H20</p> <ul style="list-style-type: none"> • Recognise warning signs about mental health and wellbeing and know how to seek support for themselves and others. H21 • Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; that it is important to discuss feelings with a trusted adult. H22 • Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. H23 • Know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. H24
<p>Relationships</p> <p>Keeping ourselves safe</p>	<p>Living in the Wider World</p> <p>How can we manage our money?</p>	<p>Health and Wellbeing</p> <p>Growing and changing</p>
<ul style="list-style-type: none"> • Recognise that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. R4 Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R25 • Know about seeking and giving permission (consent) in different situations. R26 • Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online). R2 	<p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. L18</p> <ul style="list-style-type: none"> • Recognise risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. L22 • Know the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. L23 • Identify the ways that money can impact on people's feeling and emotions. L24 	<ul style="list-style-type: none"> • Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). H25 • Recognise that for some people gender identity does not correspond with their biological sex. H26 • Understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. H33 (see guidance) • Recognise that increasing independence may bring new opportunities and responsibilities. H35

		<ul style="list-style-type: none"> • Know strategies to manage transitions between classes and key stages. H36
<p>SUBJECT-SPECIFIC VOCABULARY marriage, civil partnership, commitment, 'against their will', physical contact, personal safety, positive role model, online and offline</p>	<p>SUBJECT-SPECIFIC VOCABULARY diverse community, valuing diversity, stereotypes, prejudice, discrimination, social media, distribution of images, reliability of sources, identify misinformation, age restrictions, regulations, saving and spending money, budgeting, 'good value for money', gambling, debt, fraud, scams, financial risk</p>	<p>SUBJECT-SPECIFIC VOCABULARY balancing time online, mental health, emotional wellbeing, conflicting feelings, trusted adult, grief and bereavement, positive habits, personal identity, ethnicity, gender, faith, culture, increasing independence,</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 British Values – Rule of Law and the workings of Democracy and Parliament <ul style="list-style-type: none"> • Philosophy for Children Pupils2Parliament debates 	<p>Enrichment We will endeavour to include:</p> <ul style="list-style-type: none"> • First Aider Local police and fire service <ul style="list-style-type: none"> • Philosophy for Children Pupils2Parliament debates