

Autumn Term	Spring Term	Summer Term
Theme: Health and Wellbeing	Theme: Relationships	Theme: Living in the wider world
<i>Where we learn to keep ourselves and others happy, healthy and safe in the world around us.</i>		
<p>Key Objectives:</p> <p>Lesson 1: Can I understand and plan for a healthy lifestyle?</p> <ul style="list-style-type: none"> • To plan for a healthy lifestyle • I understand the importance of a healthy diet, good oral hygiene, rest and relaxation and physical activity • I take responsibility for my mental and physical health • I can set myself achievable goals <p>L1 Key Vocabulary: Responsibility Health Physical Mental</p> <p>Lesson 2: Can I understand how to plan a healthy meal?</p> <ul style="list-style-type: none"> • To understand and be able to plan healthy meals • I understand what a healthy diet consists of and create healthy meals using this knowledge • I can plan a healthy meal, following the NHS recommended daily intake allowance <p>L2 Key Vocabulary: Calories Healthy diet Food groups Recommended daily intake (RDI) Serving Portion Obesity</p> <p>Lesson 3: Can I make long term goals?</p> <ul style="list-style-type: none"> • To identify long term goals and how to work towards them • I can describe qualities I want to have • I can plan how to get better at something • I can create achievable goals <p>L3 Key Vocabulary: Future Skills Values</p> <p>Lesson 4: Can I learn how failure can help me to succeed?</p> <ul style="list-style-type: none"> • To understand the purpose of failure • I can describe how failing makes me feel • I know strategies to help manage feelings of failure • I understand why failure is helpful • I know that it is important to learn from failure <p>L4 Key Vocabulary: failure feelings learn manage</p> <p>Lesson 5: Can I learn how to take responsibility for my own actions and feelings?</p> <ul style="list-style-type: none"> • To take responsibility for their own feelings and actions and to use vocabulary to describe these • I can describe a range of feelings • I understand that my actions affect other people • I can use different strategies to manage my feelings <p>L5 Key Vocabulary: Destiny Choice Feeling Emotion</p>	<p>Lesson 1: Can I learn how to maintain positive relationships with others?</p> <ul style="list-style-type: none"> • To understand how to form and maintain positive relationships • I understand what makes a good friend • I know why friends are important • I can set myself a friendship-themed goal <p>L1 Key Vocabulary: Friend Friendship Skills Good friend</p> <p>Lesson 2: Can I explore the positives and problems of friendships?</p> <ul style="list-style-type: none"> • To explore the ups and downs of friendships. • I understand that friendships have ups and downs. • I can provide possible solutions to friendship problems. • I understand that friendships can sometimes be strengthened after an issue has occurred. <p>L2 Key Vocabulary: Friendship Problem Ups and downs Solution Strengthened</p> <p>Lesson 3: Can I learn how to resolve conflict with others?</p> <ul style="list-style-type: none"> • To resolve disputes and conflict through negotiation and compromise. • I can describe situations where conflict may arise. • I can name different strategies to manage conflict. • I can describe what conflict, negotiate and compromise mean. <p>L3 Key Vocabulary: Conflict Argument Disagreement Solve Resolve Apology</p> <p>Lesson 4: Can I recognise how attitudes to gender have changed over time?</p> <ul style="list-style-type: none"> • To recognise how attitudes to gender have changed over time. • I understand that attitudes and laws relating to gender have changed over time. • I can explain why gender equality is important. <p>L4 Key Vocabulary: Gender Stereotype Equality Change</p> <p>Lesson 5: Can I explore the impact of stereotypes?</p> <ul style="list-style-type: none"> • To explore the impact of stereotypes and how they can lead to discrimination • I can explain how we make assumptions about people based on how they look • I understand that stereotypes around race and religion can be harmful • I can explain how stereotypes can affect the way people are treated and can lead to discrimination <p>L5 Key Vocabulary: Race Religion Stereotype Discrimination Racism</p>	<p>Lesson 1: Can I begin to understand the consequences of breaking the law?</p> <ul style="list-style-type: none"> • To begin to understand what happens when the law is broken. • I understand what happens when someone breaks the law. • I can explain the process of a trial. <p>L1 Key Vocabulary: rule consequence law magistrates' court Crown Court police trial fair judge jury prosecution lawyer defence lawyer defendant</p> <p>Lesson 2: Can I explore the links between rights and responsibilities?</p> <ul style="list-style-type: none"> • To explore the links between rights and responsibilities. • I understand that rights apply to everyone. • I understand that there are responsibilities as well as rights. • I can explain what freedom of expression means and what limitations there are. <p>L2 Key Vocabulary: freedom of expression right Responsibility</p> <p>Lesson 3: Can I explore how I can help the environment?</p> <ul style="list-style-type: none"> • To understand how reducing our use of materials and energy will help the environment. • I understand how reducing the use of materials and energy helps the environment. • I can explain some of the things individuals can do to reduce use of materials and energy. • I can explain some of the things the government and business can do to reduce the use of materials and energy. • I know how individuals can influence government and business. <p>L3 Key Vocabulary: reduce environment energy materials government company businesses</p> <p>Lesson 4: Can I explore what a loan is?</p> <ul style="list-style-type: none"> • To understand that a loan can be a way to pay for things but that it needs to be repaid • I understand that people sometimes borrow money to buy things • I understand that if you borrow money you have to return it • I understand that there are different ways to borrow money and most will have a cost • I can explain why people make different decisions about money <p>L4 Key Vocabulary: Lend Borrow Interest Repayment</p> <p>Lesson 5: Can I learn how to track money?</p> <ul style="list-style-type: none"> • To understand income and expenditure and how to track money • I understand what income and expenditure are • I can track income and expenditure

Cross-Curricular Links:

Computing: I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.

P.E/Swimming: Healthy lifestyles. Making goals/choices.

Math's: Money

Geography: Environment

Enrichment:

Autumn:

Spring: 3 day residential (Standon Bowers Education Centre)

Jobs fair

Summer:

Key Skills which can be revisited throughout other Subject Areas:

Daily Mood tracker – Emotions

P.E- Healthy choices

Key Days:

World Mental Health Day (October)

Children in need (November)

Anti-Bullying Week. (November)

Red Nose day (March)

Safer Internet day (February)

Earth Day (April)

World Day for Cultural Diversity (May)

International Friendship Day (July)

		<ul style="list-style-type: none"> • I understand that there are choices to be made on how to earn money • I can explain why people might make different choices about money <p>L5 Key Vocabulary: Income Expenditure Earn Save Spend</p>
<p>Resources See Kapow individual lesson plan and linked resources.</p>	<p>Resources See Kapow individual lesson plan and linked resources.</p>	<p>Resources See Kapow individual lesson plan and linked resources.</p>
<p>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</p> <ul style="list-style-type: none"> • a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread; • b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; • c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; • a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 	<p>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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, how to manage these situations and how to seek help or advice from others, if needed. • to recognise and challenge stereotypes; f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. 	<p>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</p> <ul style="list-style-type: none"> • why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; • d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; • j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment; • f. to look after their money and realise that future wants and needs may be met through saving.

By the end of Year 5 children will be able to:

Know how to take responsibility and plan for healthy lifestyle.

Know how to plan a healthy balanced meal following guidelines.

Know how to make long term goals and how to make these achievable.

Identify that they should take responsibility for their own actions and choices.

Know how to maintain positive relationships and friendship and resolve conflict.

Understand gender equality.

Know the impact of gender stereotypes.

Know the consequences of breaking the law

Know the differences between their rights and responsibilities.

Identify how they can contribute to helping the environment.

Know what a loan is and how to manage money.