

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Topic	Relationships		Living in the wider World		Health and Wellbeing	
Objectives to cover (Directly from NC)	<p>To be able to recognise and respond appropriately to a wider range of feelings in others.</p> <p>To learn that their actions affect themselves and others</p> <p>To work collaboratively towards shared goals</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.</p> <p>To realise the consequences of anti-social, aggressive behaviours such as bullying and discrimination of individuals and communities, to develop strategies for getting support for themselves or for others at risk.</p>		<p>For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an initial understanding of the concepts of interest, loan, debt, and tax.</p> <p>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (this is taught in Computing). This includes the use of mobile phones.</p>		<p>To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To develop strategies for keeping physically and emotionally safe including road safety.</p> <p>For pupils to understand how their body change during puberty and the importance of hygiene.</p>	
LQ1	How do I understand what makes a healthy friendship?	How can I recognise acceptable and unacceptable physical contact and how to respond?	How can I recognise the importance of protecting the environment and how everyday actions can either support or damage it?	How can I identify what job I might like to do in the future?	How do I keep my body healthy? (include the importance of rest, time spent with friends and hobbies and interest)	How do I recognise what a personal identity is and what contributes to it?
LQ2	How do I understand peer influence and how it can make people feel or behave?	How do I respond to unwanted or unacceptable physical contact?	How can I discuss and debate topical issues, problems and events? (Recycling is it worth it?)	How can I recognise what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths, family, values?	How can I understand the risks associated with an inactive lifestyle? (include obesity)	How do I recognise ways to boost my mood and improve emotional wellbeing linked to interests, hobbies and community groups?
LQ3	How do I develop a range of strategies to manage peer influence and the need for peer approval?	How can I explore the meaning of equal opportunities?	How can I understand about the way that money is spent and how it affects the environment?	How do I recognise the importance of diversity and inclusion to promote people's career opportunities?	How do I understand about the safe and unsafe exposure to the sun?	How do I identify when situations are becoming risky, unsafe or an emergency?

LQ4	How do I understand how to negotiate and compromise?	How do I understand what discrimination means and can prevent people from achieving?	How do I learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment?	How do I understand the impact and challenges linked to stereotyping in the workplace?	How can I recognise how medicines can contribute to health and how allergies can be managed?	How do I differentiate between positive risk taking and dangerous behaviour?
LQ5	How can we disagree with someone without falling out?	How do I understand what anti-bullying means and the difference between cyber-bullying?	How can I identify different types of media and their different purposes?	How do I understand how finance plays an important part in people's lives?	How can I recognise that diseases can be prevented by vaccinations and immunisations?	How do I recognise the physical and emotional changes during puberty? How do I understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant?
LQ6	How do I recognise that friendships can change over time and the benefits of having new and different types of friends?	How do I identify online bullying and discrimination of groups or individuals e.g. trolling and harassment?	How can I assess if content online is based on fact, opinion or biased?	How do I understand what interest, loan, debt, tax means?	How can I prevent the spread of bacteria and viruses with everyday hygiene routines?	How do I understand the key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams?
LQ7	How can I recognise if a friendship is making me feel unsafe, worried or uncomfortable?	How can our actions affect ourselves and others?	How can I recognise unsafe or suspicious content online?			