



Year 5

<p>Citizenship (Living in the wider world)</p> <p>Fundamental British Values</p> <p>Prevent Democracy.</p> <p>The rule of law.</p> <p>Individual liberty.</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<ul style="list-style-type: none"> • Provide a safe environment for debating controversial issues. • Help pupils to understand how they can influence and participate in decision-making. • Recognise when our peers are generally vulnerable (PREVENT). • Understand the difference between security and privacy . • How to access local and national support groups (Individual liberty). • Understand that circumstances in other countries and cultures may be different to our own (Mutual respect). • Who is the local MP? Which party do they represent? How are they elected? What do they do? • How a small action can make a big difference. • I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. • Community and what it means to belong to one. • Why and how laws are made and identify what might happen if laws are broken. • Understand democracy/ human rights in relation to local/national government. • Identify when people are be treated differently and the reasons behind it. • Charities/voluntary groups and how they support the community. • Influences on consumers spending choices. • How retailers influence our spending. • Why people borrow money. • How to budget and how to make one. • Understanding of tax and why we need to pay it. <p><i>Ethos and culture embedded throughout all learning and woven into assemblies. British values embedded in all that we do. Particularly in Writing, reading and computing.</i></p> <p><i>Specific Content- PSHE Units:</i> <i>How can we value difference in the community?</i> <i>How can we manage our money?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Text study – Wonder, I am Malala, The Girl of Ink and Stars</i> <i>Science – ‘Hidden figures’ to study impact of black women in science.</i> <i>Black history month assembly</i> <i>RE- looking at respecting, understanding and experiencing multiple religions through SMSC. Particular units highlighting this are the focus on belonging in Judaism, Christianity, Islam and Judaism as well as, spirituality and new religious movements.</i> <i>Project evolve- copyright and ownership</i> <i>Command Joe focusing on developing key skills pertinent to a child’s development. For example, resilience, empathy, Passion, being Self-aware, Communication and team working. These skills aren’t just focused on within Commando Joe, they are linked through the academy values and referred to in other areas of the curriculum.</i></p>
<p>Health and well-being</p>	<ul style="list-style-type: none"> • What makes a healthy lifestyle – the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image. (Links to PE)



	<ul style="list-style-type: none"> • That images in the media do not always reflect reality and can affect how people feel about themselves. (Individual liberty) • I can identify how money affects well-being and feelings. • I can help someone with an injury. • To know how to deal with different bleeds. • To know how to deal with burns and scalds. • I can help someone who is choking. • I can help someone suffering with an asthma attack. • I know how to use the recovery position. • I can recognise when a first aid situation is an emergency. • I understand why getting enough sleep is important. • I understand how to care for my changing body. • I understand what a positive body image is. • I can make informed choices in order to look after my physical and mental health. <p><i>Specific Content- PSHE Units:</i> <i>Be yourself? What makes up your identity?</i> <i>How can we help in an emergency?</i> <i>My body- what choices effect my health?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Active blasts (daily Mile)</i> <i>Mental Health awareness (May)</i> <i>Zones of regulation</i> <i>Positive mind set</i> <i>ELSA interventions for children that need extra pastoral support and additional needs regarding managing emotions. Delivered by Welfare officer.</i> <i>Project evolve- Self Image and self-identity</i> <i>Commando Joe- Looking at key skills such as self-awareness, respect and empathy.</i> <i>Additional units on grief and loss, including managing feelings around divorce.</i></p>
<p>Online Safety <i>Taught every term – embedded within all subjects.</i></p>	<ul style="list-style-type: none"> • Understand the school’s e-safety code of conduct. • An awareness of relevant e-safety issues such as cyber bullying. • Understanding of how to keep myself and my peers safe. • Understanding that good research involves processing the information rather than copying. • Recognise the need to as appropriate question • Recognise that not all information on the internet is accurate. • Use online tools to exchange information and collaborate with others. • Understand the potential risks of providing personal information. • Recognise my own right to be protected from the inappropriate use of technology by others. • Recognise that not everyone on the internet is always who they say that they are. • Recognise how images in the media and on line do not always reflect reality and can impact on how people feel about themselves. • To recognise and manage dares. • Act upon unacceptable behaviours online. • We all have different attitudes towards risk taking and the risk we take is ultimately our choice. • Identify cyber bullying and how to deal with it. • Know how to respond to a risky situation- railways/ waterways, etc. <p><i>Specific Content- PSHE Units:</i> <i>How can we be safe on-line and using social media?</i></p>



	<p><i>Wider curriculum opportunities:</i> Safer Internet Day (Feb) Project evolve- managing online information, privacy and security. Online relationships and online reputation. Online bullying Online Safety workshop -LCC</p>
<p>Relationship and Sex Education</p>	<p>Through RSHE:</p> <ul style="list-style-type: none"> • Understand how bodies change during puberty. • Understand how to deal with physical changes. e.g. periods and wet dreams • Understand the biological changes that happen to males and females during puberty (menstruation, ejaculation, wet dreams). • Know how to manage physical changes during puberty • Know the importance of personal hygiene during puberty • Explore how to deal with a range of emotional changes during puberty. • Understand how babies are conceived (Process: Egg/sperm). • Reflect on the need for love and trust in a range of relationships. • Understand how babies are born. <p><i>Specific Content- PSHE Units</i> <i>My body- what choices effect my health?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Book focussing on diversity and inclusion read throughout the year linked to assemblies and reading for pleasure. Eg There's a boy in the girls bathroom.</i> <i>Project evolve- Self-image and self-identity</i></p>
<p>Drug Education and Staying Safe</p>	<ul style="list-style-type: none"> • Understand the influence of peers and peer pressure. • Understand which substances are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks. • Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. • Dangers of smoking – stop smoking campaigns • I understand the harmful effects of using drugs including alcohol and tobacco. • To know the difference between safe and harmful drugs. • I can identify when I might have to make different choices from those around me. • To explore how it feels to make a mistake and describe how to make amends. • I can help someone with an injury. • To know how to deal with different bleeds. • To know how to deal with burns and scalds. • I can help someone who is choking. • I can help someone suffering with an asthma attack. • I know how to use the recovery position. • I can recognise when a first aid situation is an emergency. <p><i>Specific Content- PSHE Units</i> <i>Be yourself? What makes up your identity?</i> <i>How can we help in an emergency?</i> <i>Wider curriculum opportunities:</i> <i>Bikeability</i></p>



	<p><i>Assemblies on staying safe (Bonfire Night, Road Safety-use of bikes on roads, stranger danger, trusted adults)</i></p>
<p>Bullying (including cyber bullying) <i>Embedded throughout the year, in every term.</i></p>	<ul style="list-style-type: none"> • Anti-bullying week. • Online safety lessons. • Safer internet day • All children begin the year using the project evolve scheme relevant to their age group. • Explicitly teaching of how to manage their own e-safety. • Links to relationships / PHSE / SMSC • Embedded through the school ethos – everybody feels safe. • Bespoke to individuals when needed. • To explore how it feels to make a mistake and describe how to make amends. • Understand the definition of bullying and that certain behaviours do not classify as bullying. • Understand where to go and who to talk to if I have concerns about • Understand when to talk to others if I identify signs of bullying towards others. • To know how to keep my details safe online and not talk to anyone I do not know (PREVENT) • To know that bullying if any type is unacceptable- including stereotypes/ gender issues. <p><i>Specific Content- PSHE Units: Be yourself? What makes up your identity? Project Evolve- online relationships/ reputations</i></p> <p><i>Wider curriculum opportunities: Anti-bullying week (Nov) Safer Internet Day (Feb)</i></p>
<p>Other (please specify)</p>	<ul style="list-style-type: none"> • Correct logo uniform on trips to identify children quickly • Bespoke support from the pastoral team as required- Service and ELSA support.