






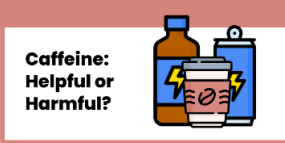


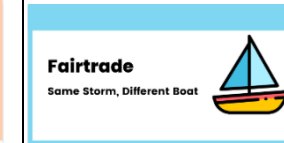







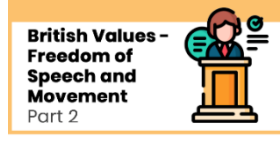





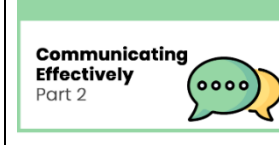





Year 5 Autumn Term

	AUTUMN 1 st Half			Autumn 2 nd Half		
Theme	Pharaohs			Rainforest		
Area of Learning	 <p>Learning Part 1</p>	 <p>Autism Neurodivergence</p>	 <p>British Values - Laws & Parliament Part 1</p>	 <p>Supporting the Community Part 1</p>	 <p>The Power of Words Mouldy Rice</p>	 <p>Responsibility and Inspiration Part 1</p>
Area of Learning	 <p>Learning Part 2</p>	 <p>Caffeine: Helpful or Harmful?</p>	 <p>British Values - Laws & Parliament Part 2</p>	 <p>Supporting the Community Part 2</p>	 <p>Fairtrade Same Storm, Different Boat</p>	 <p>Responsibility and Inspiration Part 2</p>
Area of PSHE/SRE	Living in the Wider World	Relationships Drugs Awareness	British Values	Living in the Wider World	Relationships Living in the Wider World	Relationships
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to understand that learning is for life. that learning can continue in a variety of places after leaving school 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> that we are all different and that is okay. To understand what a neurodivergent brain may feel when it gets too much information. <p>About the risks and effects of legal drugs such as caffeine, which is common to everyday life and its impact on health and well-being.</p> <p>To recognise that drug use can become a habit which can be difficult to break.</p> <p>To recognise the role of the media in presenting them with mixed messages about potentially harmful products.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to provide an opportunity to become involved with democratic processes within the school. to consider how living under the rule of law can protect individuals and enhance their wellbeing and safety. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about how we can support our community. to understand the importance of supporting the community. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To know the importance of thinking about the words we use, because of the ways that they can damage or heal. <p>To know what 'Fairtrade' is.</p> <p>To understand what exploitation is and how it happens.</p> <p>To understand some of the things we can do to make a change and support fairtrade.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> that being responsible is important in life. to understand that responsibility may inspire others. to understand that responsibility has consequences in our lives.
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Phase 1 and 2 – Learning key questions:</p> <p>What is learning?</p> <p>Do we all learn in the same way as each other?</p> <p>Does everyone learn in the same way?</p> <p>Is it possible to learn too much?</p> <p>At what age can we leave school?</p> <p>Why are learning many different skills important?</p> <p>Are GCSEs the only qualifications that you can get when you are 16?</p>			<p>Phase 1 and 2 – Supporting the Community key questions:</p> <p>What is a community?</p> <p>How can you support your community?</p> <p>How could you support your community?</p> <p>Which is NOT a characteristic of a community?</p> <p>Why is it important that we support our community?</p> <p>What might happen if you don't support your local community?</p> <p>What can you gain from supporting the community?</p>		






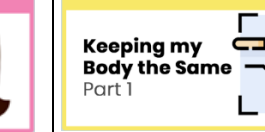
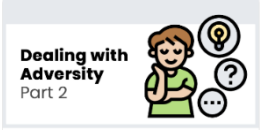


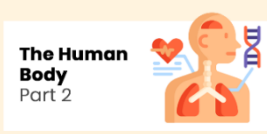
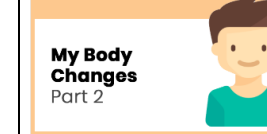
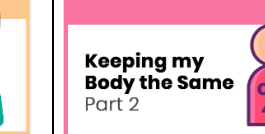
	<p>How can having a variety of skills be important for life?</p> <p>Phase 3 Autism- Neurodivergence key learning: Watch How many questions can you answer? - YouTube to help children understand how a neurodivergent brain feels. How many ways can we be different? What are some possible responses to everyday happenings for an autistic person? What might be the difference between a neurotypical's reaction to a last-minute change of plan, compared to the reaction of a neurodivergent? How can ordinary tasks like showering and eating cause problems for a neurodivergent brain?</p> <p>Phase 4 Caffeine- Helpful or Harmful? Key learning: In what kinds of products is caffeine usually found? What effects can caffeine induce? Is there a safe amount of caffeine that adults or children can consume?</p> <p>Phase 5 and 6- BV Laws and Parliament key questions: How does an MP become elected? What does a candidate for election have to do? What skills do you need to represent people as a Member of Pupil Parliament? What does an MP do at a parliamentary meeting? What are the basic principles of the rule of law? Why does the rule of law matter? How old do you have to be before you are accountable under the rule of law? If an eleven-year-old commits a crime, what might happen? An adult read my diary and now I'm in trouble. I've been grounded for a month – do I have any rights in law? School has excluded a pupil with shaved patterns in their hair. Can they contest this rule, using the law and human rights to help?</p>		<p>What might happen if community resources are not used or supported?</p> <p>Phase 3 Power of Words- Mouldy Rice key learning: Interesting Experiment With Cooked Rice Incredible Power Of Words Experiment By Grant Thompson - YouTube Discuss! What does this all mean? Did it really happen? Can we change people and people's experience using our words? Words are the most dangerous weapon of all. How can this be? Can you list some positive powerful words? How can you use your words today for the power of good?</p>  <p>Phase 4 Fairtrade- Same Boat, Different Storm: A Fair Future Episode 1 - The climate crisis isn't fair on Vimeo What is a consumer? What does it mean to exploit land, nature and people for profit?</p> <p>Phase 5 and 6 – Responsibility and Inspiration key questions: Why is being responsible important? How does responsibility inspire other people? Which responsibilities might you have at school? Which responsibilities might you have at home? What might sports players do to inspire others with their responsibilities? What consequences does responsibility bring? What benefits does responsibility bring? What might happen if you show that you're a responsible person? How could being a responsible person improve your life?</p>			
<p>Vocabulary</p>	<p>learn, knowledge, behaviour, skills, resilient, determined</p>	<p>Autism, ASD, sensory, neurodiverse, structure</p> <p>Caffeine, stimulant, insomnia, anxiety, withdrawal,</p>	<p>by-election, general election, manifesto, opposition leader,</p>	<p>Community, support, voluntary, responsible</p>	<p>Hurt, heal, banter, bullying, think, words, actions,</p> <p>Consumer, Customer, Produce, Exploitation</p>	<p>responsibility, community, inspiration, accountable,</p>

Year 5 Spring Term

	Spring 1 st Half			Spring 2 nd Half		
Theme	Stargazers			Farming and Agriculture in Cornwall		
Area of Learning	 	 	 	 	 	 
Area of PSHE/SRE	Relationships	British Values	Online Awareness	Online Awareness Relationships	Relationships	Health and Well-Being
PSHE (All NC subject content covered)	<p>Pupils should be taught: To recognise that feelings change over time and range in intensity and to understand what constitutes positive, healthy relationships; To develop a varied and nuanced vocabulary when talking about feelings, learning to express them in appropriate ways; To develop strategies to respond, appropriately and proportionately, to feelings, including intense feelings of attraction, passion and intimacy.</p> <p><i>To learn about marriage and civil partnership</i> <i>To understand that it is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</i></p>	<p>Pupils should be taught: ● to understand what is meant by freedom of expression. ● to know when individual liberty should be exercised and how rights need to be balanced with responsibilities. ● to explore immigration and its history in the UK</p>	<p>Pupils should be taught: ● about safety when using the 'Digital World'. ● to understand the benefits of the 'Digital World'.</p>	<p>Pupils should be taught: To recognise the way social media can have a negative impact on self-esteem and body image; To reframe unhelpful thinking; about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. <i>That gender inequalities and homophobia exist in families, friendships, relationships, communities and society;</i> <i>That casual use of homophobic language, however in unconscious bias, is bullying;</i> <i>That we must challenge it, because everyone has the responsibility to overcome homophobia.</i></p>	<p>Pupils should be taught: ● to understand the importance of communicating effectively. ● about whether we can learn to communicate effectively or not.</p>	<p>Pupils should be taught: ● about how junk food can affect our health. ● about how junk food can affect our daily life. ● to understand why junk food is bad for us. ● to know what is in junk food to make it bad for our health.</p>
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Phase 1 Expressing Love Differently as you Grow key learning: Have you heard of consummate love? Can you have intimacy, passion and commitment before the age of 16? Why are friendships and romantic relationships sometimes so tricky? What are the differences between love and infatuation?</p> <p>Phase 2- What is Marriage key learning: Primary Kids Explain: Marriage - YouTube- Discuss! Do you agree with any of the statements, do you have any ideas of your own about what marriage is?</p>			<p>Phase 1- Social Media- Being Confident key learning: Discuss how time-lapse videos show how images can be dramatically faked. It is good to try and present yourself in the best light but how far do you go? How far does it damage identity and self-esteem when images are so fake? Do people present themselves differently online to how they are in person? Are photo apps popular? Watch the video and discuss- Live My Digital for students: Identity & Self-esteem - YouTube</p> <p>Phase 2- Homophobic Language in Schools key learning:</p>		

	<p>What is marriage? Why do people choose to get married instead of just living together?</p> <p>Phase 3 and 4 –BV Freedom of Speech and Movement key questions: Do you think there's a difference between speaking the truth and speaking your truth? What is defamation? Is defamation a crime? What are some of the effects of speaking your truth? What does the term freedom of information mean? What is hate speech?</p> <p>Phase 5 and 6 – The Digital World key questions: What is digital etiquette (netiquette)? Why do you need to be careful in the Digital World? Why is 'digital etiquette' important? Why do we need to be careful about what we post online? What are the benefits of the Digital World for you? How can the Digital World make us successful? How can the 'Digital World' improve communication?</p>			<p>It Does Get Better - The L Project (Official LGBT Charity Song) - YouTube</p> <p>What is homophobic discrimination? Where might the thinking behind homophobia come from? What could you say to someone who is being homophobic?</p>  <p>Phase 3 and 4 – Communicating Effectively key questions: What is communication? How does communicating effectively help us? What are the different ways that we use to communicate? How can we develop and improve our communication skills? What can good communication skills bring? Which of these skills would you need to be a good communicator?</p> <p>Phase 5 and 6 – Junk Food key questions: Why doesn't junk food support our body during physical activity? Can you name any illnesses that eating a regular diet of junk food might cause? How can eating a diet of junk foods affect your weight? Which illnesses could be caused by eating a diet high in junk food? Is it easier or harder for our body to digest junk food? What happens to your blood sugar levels if you eat a diet high in junk food? How might junk food affect your brain over time?</p>		
<p>Vocabulary</p>	<p>Intimacy, commitment, boundaries, platonic, infatuation</p> <p>Civil ceremony, religious ceremony, legally valid, status - single, widowed, divorced, married, co-habiting</p>	<p>freedom of expression, freedom of information, slander, authentic, hate speech</p>	<p>Online, digital world, danger, social media</p>	<p>Positive body image, mental health, photo editing apps</p> <p>Sexual orientation, homosexual, homophobia, transphobia, non-binary,</p>	<p>Communicate, online, personal information, boundaries</p>	<p>junk food, unhealthy, choice, risk, responsible, safe</p>

Year 5 Summer Term

	Summer 1 st Half			Summer 2 nd Half		
Theme	Bombs, Blitz and Brits (WW2)			Home or Away?		
Area of Learning	 <p>Dealing with Adversity Part 1</p>	 <p>The NHS Part 1</p>	 <p>Respecting Others Boundaries and Beliefs Part 1</p>	 <p>The Human Body Part 1</p>	 <p>My Body Changes Part 1</p>	 <p>Keeping my Body the Same Part 1</p>
Area of Learning	 <p>Dealing with Adversity Part 2</p>	 <p>The NHS Part 2</p>	 <p>Respecting Others Boundaries and Beliefs Part 2</p>	 <p>The Human Body Part 2</p>	 <p>My Body Changes Part 2</p>	 <p>Keeping my Body the Same Part 2</p>
Area of PSHE/SRE	Health and Well-Being	Living in the Wider World	British Values	Health and Well-Being	RSE and Drugs Awareness	RSE and Drugs Awareness
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to understand the importance of overcoming a difficult situation. to understand that when things go wrong, our reaction can help 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to understand what the NHS is. to understand the importance of the NHS. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about what 'respect' means. about how to respect other people's views and opinions. about different beliefs and how to show respect 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to understand how different body parts work both individually and as a team. to understand how exercise supports the function of the human body. to understand how a balanced diet supports the function of the human body. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to understand how different body parts work both individually and as a team. to understand how exercise supports the function of the human body. to understand how a balanced diet supports the function of the human body. <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to identify, locate and use the terminology for the basic parts of the human body. to know who to speak to if they are concerned about their health. to know that their bodies will experience puberty and what this means for their bodies and minds. to discuss the life process of reproduction in humans. to know about menstrual well-being and the menstrual cycle. to describe the changes which happen as humans age. to identify, locate and use the terminology for the basic parts of the human body. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to understand that our bodies belong to us. to know that there are laws to protect us as children. to know that we have rights and to know when the law is being broken. to know who to talk to if they are worried about their health or body. to know about the procedure called Female Genital Mutilation. to know that FGM is illegal in the UK. to know that there is someone to talk to about FGM and there are organisations that can provide help and support.
Key questions / knowledge and	<p>Phase 1 and 2 – Dealing with adversity key questions:</p> <p>What is adversity?</p>			<p>Phase 1 and 2 – The Human Body key questions:</p> <p>Is our body designed to be inactive for long periods of time?</p> <p>How do different nutrients help our body?</p>		

<p>understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>What is the best way you can deal with adversity? What is the best way to deal with a tough situation? In which of these areas might you see people dealing with adversity in a positive way? Why is it important to try to control your reactions to adversity? Does adversity affect everyone? If you were a witness to a situation that was inappropriate or harmful in any way, what would you do?</p> <p>Phase 3 and 4 – The NHS key questions: What is the nhs? Which jobs would you find in the NHS? What does NHS stand for? Why do we need the NHS? Which number do you call if you have a medical emergency? Who else may be able to give you advice on non-urgent medical care?</p> <p>Phase 5 and 6 – Respecting Others Boundaries and Beliefs key questions: What does respect mean? Why should you respect others who live in your community? Why should you respect other people? What is stereotyping?</p> <p>What are the names of some of the main religions in the world? If you have different beliefs, religions or cultures, should this prevent you from getting along with others? Which religions are the two most practised in the world? What might someone who does not believe in any God be called? What might you do or say if you disapproved of, or disagreed with, someone’s belief or religion?</p>		<p>Which of these are names of organs in the body? How can being active help your body? Which part of our body gives it shape, structure and support? How does our body move?</p> <p>Phase 3 and 4 – My Body Changes key questions: Which changes can we see when girls grow and develop into women? Why do girls and women menstruate? What happens to the body when a girl grows and develops into a woman? When do girls and women start to menstruate?</p> <p>Which changes can we see when boys grow and develop into men? If sperm is released from the penis during sleep, what is this called? What happens to the body when a boy grows and develops into a man? When do boys usually start puberty?</p> <p>Phase 5 and 6 – Keeping My Body the same key questions: What do we mean by keeping our body the same? What is FGM? Who is the person that is in complete control of your body and what happens to it? What does FGM stand for? What is the lesson we learned from an early age about keeping our body the same? Why do you need to talk to somebody if you are worried about FGM? Who can you talk to if you are worried about FGM happening to you? Why is it important to talk to someone if you are worried about FGM happening to you or someone you know?</p>			
<p>Vocabulary</p>	<p>adversity, bullying, teasing, online, social media, respect</p>	<p>National Health Service, doctor, nurse, health, medicine, treatment, funding</p>	<p>Culturally diverse, rights, opinions, respectful</p>	<p>choice, responsibility, activity, organ, nutrients, consequence</p>	<p>penis, vagina, anus, testicles, hips, breasts, pubic hair, menstruation, puberty</p>	<p>law, enforce, police, secret, Female Genital Mutilation, illegal, trusted adult, vagina, vulva</p>