

## Year 5

### **Health and Wellbeing:**

What is meant by a healthy lifestyle and how to maintain, manage risks and the different influences of physical, mental and emotional health and wellbeing. Managing change, including puberty, transition and loss. How to make informed choices about health and wellbeing, including keeping physically and emotionally safe, and to recognise sources of help with this including how to respond in an emergency.

H1. What positively and negatively affects their physical, mental and emotional health.

H3. 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.

H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

H6. 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.

H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

H8. About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.

H11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.

H15. School rules about health and safety, basic emergency aid procedures, where and how to get help.

H16. What is meant by the term 'habit' and why habits can be hard to change.

H17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.

H18. How their body will, and their emotions may, change as they approach and move through puberty.

H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).

H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. 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.

## AFL Questions

- *How can we help in an accident or emergency?*
- *How can drugs common to everyday life affect health?*
- *What is meant by a 'habit' and what effects can they have?*
- *Why is it important to 'stay safe' online?*
- *What vocabulary could we use to describe different types of feelings? What situations could make us feel this way?*
- *How might we be starting to change, emotionally and physically, through puberty?*

## Relationships:

How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse and how to respond and ask for help. How to respect equality and diversity in relationships.

R1. To recognise and respond appropriately to a wider range of feelings in others.

R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.

R7. That their actions affect themselves and others.

R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.

R10. 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 to try to see, respect and if necessary constructively challenge others' points of view.

R11. To work collaboratively towards shared goals.

R12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).

R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).

R15. To recognise and manage 'dares'.

R16. To recognise and challenge stereotypes.

R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.

R18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

## **AFL Questions**

- ***What factors make us all different/similar? Which ones may not be obvious just by looking at a person?***
- ***What is discrimination and how can we challenge it?***
- ***What strategies could we use to respond to hurtful behaviour experienced or witnessed (offline and online)?***
- ***What skills and behaviours do we need to maintain a healthy relationship?***
- ***What do we mean by 'collaboration' and why is it a really successful way to work?***

## **Living in the wider world**

Respect for self and others, including diversity and equality within different groups and communities, and how to be a productive member of a diverse community. Rights and responsibilities as family members and citizens and the importance of responsible behaviours and actions. A basic understanding of enterprise, where money comes from, keeping safe and the importance of managing in effectively.

L1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

L2. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

L12. To consider the lives of people living in other places, and people with different values and customs.

L13. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).

L15. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

L16. What is meant by enterprise and begin to develop enterprise skills.

## **AFL Questions**

- ***Why and how are rules made and enforced?***
- ***What are the consequences of anti-social, aggressive and harmful behaviours?***
- ***Why is it important to consider the lives of others with different values and customs?***
- ***Why is it important to manage money well? What are the consequences?***
- ***What is meant by enterprise and how can we develop enterprise skills?***