

## Year 5

### Living in the Wider World

| Learning Objective   | Learning Outcomes  |
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| <u>LOL7: To learn about different kinds of responsibilities (home, school, community and the environment)</u>                    | <ul style="list-style-type: none"> <li>• identify the different rights responsibilities, and duties they have in their own lives and how they uphold them</li> <li>• describe what responsibilities, rights and duties look like in local community and the environment</li> <li>• explain how society relies on people carrying out their responsibilities</li> <li>• describe the skills they need to carry out their responsibilities and how to develop these</li> <li>• explain the range of responsibilities, rights and duties are part of our lives now and how these might change in the future</li> <li>• explain the balance of rights and responsibilities in relation to school, home, communities and/or the environment</li> <li>• compare individual and group rights and responsibilities and how these can come into conflict</li> <li>• explain how society (local, national or world-wide) relies on people carrying out their responsibilities</li> <li>• describe and demonstrate skills to support home, school, local community and environment</li> </ul>           |
| <u>LOL15: To learn about how resources are allocated and the effect this has on individuals, communities and the environment</u> | <ul style="list-style-type: none"> <li>• identify the different resources (money from taxes / environmental) that people and societies need and use</li> <li>• explain that there is a limited supply and therefore decisions must be made about how resources are allocated and how they can be sustained</li> <li>• identify who makes the decisions and how these are made</li> <li>• outline how these decisions impact on individuals, communities and/or the sustainability of the environment</li> <li>• share their views on how they think resources should be allocated</li> <li>• explain there are a limited number of resources available for the number of people who need/want them and that this leads to decisions about how resources are allocated</li> <li>• explain how these decisions are made</li> <li>• explain how these choices are affected</li> <li>• describe the different ways that decisions about the allocation of resources affects individuals, communities</li> <li>• justify their views and opinions of how resources should be allocated</li> </ul> |

### Health Education

| Learning Objective   | Learning Outcomes  |
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| <u>LOH9/10/11: To learn about independence, increased responsibility and keeping safe / strategies for managing risk</u> | <ul style="list-style-type: none"> <li>• describe ways they are becoming become more independent as they are growing up</li> <li>• identify occasions where they are responsible for the safety of themselves and/or others</li> <li>• explain what makes something a risk, a danger or a hazard</li> <li>• recognise that risk is part of everyday living</li> <li>• assess the level of risk in different situations</li> <li>• identify how risk can be reduced or managed in relation to keeping safe</li> </ul> |
| <u>LOH12: To learn how the spread of infection can be prevented</u>  | <ul style="list-style-type: none"> <li>• describe personal hygiene routines that help keep good health and wellbeing</li> <li>• explain the importance of this in relation to preventing the spread of infection</li> <li>• describe the shared responsibility for hygiene in the home/school</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• understand the facts and science behind immunisations/vaccines and how they can help to prevent infection/disease.</li> <li>• understand the facts and science behind allergies and things that can help them cope with these.</li> </ul>  |
| <u>LOH18: To learn about the changes that happen at puberty</u>  | <ul style="list-style-type: none"> <li>• identify changes in the human life cycle</li> <li>• identify puberty as a time in everyone’s life when their bodies grow and change from children to young adults</li> <li>• identify that the changes are ongoing and usually happen between the ages of 8-17 years</li> <li>• recognise how puberty prepares people’s bodies for the possibility of having children when they are adults</li> <li>• use the correct names of female and male reproductive organs</li> <li>• describe the effects of puberty on male and female bodies – how bodies grow and change</li> <li>• explain what happens during periods (menstruation) and how to manage</li> <li>• explain why it is important and how to keep themselves clean during puberty</li> <li>• explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings</li> <li>• describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them</li> <li>• identify where to get help and support about the changes that happen at puberty</li> </ul> |
| <u>LOR1: To learn how to respond appropriately to a wider range of feelings in others</u>  | <ul style="list-style-type: none"> <li>• explain how to recognise a wide range of feelings in others</li> <li>• explain how it feels when others respond appropriately / not appropriately to our feelings</li> <li>• demonstrate language and strategies to use if not sure how others may be feeling</li> <li>• give examples of ways we can respond positively to others’ feelings</li> </ul>  |
| <u>LOH8: To learn about coping with change and transition - how this relates to bereavement and the process of grieving</u>  | <ul style="list-style-type: none"> <li>• describe times that involve change and transition</li> <li>• identify a range of feelings that someone might have during these times</li> <li>• recognise what grief is and how this can feel for people</li> <li>• describe ways that people can explore and express feelings at times of change</li> <li>• identify the importance of treasuring and sharing memories</li> <li>• identify where to ask for advice or support at times of change</li> </ul>   |
| <u>LOH13/14: To learn about different influences on behaviour, including peer pressure and media influence / how to resist unhelpful pressure and ask for help</u> | <ul style="list-style-type: none"> <li>• identify different influences on the behaviour of children their age</li> <li>• identify how peers’ behaviour and other sources can influence their own behaviour</li> <li>• explain that they may feel a pressure from the ‘inside’ to copy their peers to gain acceptance or approval</li> <li>• explain or demonstrate skills they can use if they feel under pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or that they believe to be wrong</li> <li>• identify where and how to ask for help, advice and support</li> </ul>   |
| <u>LOH23: To learn about who is responsible for your health and wellbeing / where to get help advice and support</u>   | <ul style="list-style-type: none"> <li>• identify the variety of roles that people in school, the wider community, online have to help people stay healthy and safe</li> <li>• explain their personal responsibility to report things that mean they or others may not be safe</li> <li>• explain what will happen if they do seek help</li> <li>• give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust</li> </ul>  |

## Relationships Education

| Learning Objective   | Learning Outcomes   |
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| <p><u>LOR8: To learn about judging whether physical contact is acceptable or unacceptable and how to respond</u></p>   | <ul style="list-style-type: none"> <li>• identify situations where physical touch is acceptable / appropriate / wanted</li> <li>• identify what constitutes unacceptable / inappropriate / unwanted touch or attention</li> <li>• recognise how it feels when someone’s mind or body is telling them that they are not comfortable / happy about someone else’s behaviour</li> <li>• identify that acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes)</li> <li>• describe strategies someone can use to use to prevent or stop unacceptable physical contact</li> <li>• explain what they can do and who they can go to if they are worried about unacceptable behaviour</li> </ul>                                |
| <p><u>LOR2/4 To learn about different types of relationships (friends, families, couples, marriage, civil partnership) / about what constitutes a positive, healthy relationship / about the skills to maintain positive relationships</u></p> | <ul style="list-style-type: none"> <li>• describe different kinds of loving relationships</li> <li>• identify the qualities that enable these relationships to flourish</li> <li>• explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship</li> <li>• explain what this means in an emotional and physical sense</li> <li>• describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy</li> <li>• explain how relationships can change (as we grow up or as circumstances change)</li> <li>• explain why sometimes relationships may change or end</li> </ul>   |
| <p><u>LOR3 To recognise when a relationship is unhealthy</u></p>   | <ul style="list-style-type: none"> <li>• recap what makes a healthy relationship</li> <li>• explain that everyone has the right to feel safe and happy within a relationship</li> <li>• suggest some signs that a relationship is not healthy</li> <li>• explain that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends</li> <li>• identify strategies to use if they feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship</li> <li>• give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</li> </ul>   |
| <p><u>LOR5/19: To learn about committed loving relationships (including marriage and civil partnership)</u></p>  | <ul style="list-style-type: none"> <li>• recognise that two individual adults may choose to be part of a committed relationship together - become a ‘couple’</li> <li>• identify ways a couple show their love and commitment to each other</li> <li>• recognise what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together)</li> <li>• identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple’s personal beliefs or values, (including cultural, religious, financial values)</li> <li>• recognise that two people who love each other can also be in a committed relationship, and not be married</li> </ul> |
| <p><u>LOR6/20 To learn that marriage, arranged marriage and civil partnership is between two people who willingly agree / that to force anyone into marriage (forced marriage) is illegal / about the importance</u></p>                       | <ul style="list-style-type: none"> <li>• explain the concept of marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together</li> <li>• explain that people have the right to choose the person they may marry</li> <li>• recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people’s parents and their family)</li> </ul>  |

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| <p><u>speaking out about forced marriage</u></p>   | <ul style="list-style-type: none"> <li>• explain that no one should feel ‘forced’ to marry and that this / forced marriage is illegal</li> <li>• describe the difference between arranged marriage and forced marriage</li> <li>• know that specialist agencies exist to help to protect people (especially young people) who may be or who feel forced to marry</li> <li>• explain what might stop someone asking for help, advice or support about forced marriage, but the importance of doing so</li> <li>• identify where people can report forced marriage, how to ask for help if they are worried and what is likely to happen next if they do so</li> </ul>   |
| <p><u>LOR11: To learn about the skills needed in an emergency:</u></p> <ul style="list-style-type: none"> <li>• <u>what to do in an emergency</u></li> <li>• <u>basic emergency aid</u></li> </ul>                   | <ul style="list-style-type: none"> <li>• explain what an emergency is (and isn’t)</li> <li>• recognise how people react in an emergency and the importance of following basic emergency procedures</li> <li>• demonstrate some basic emergency aid procedures</li> <li>• explain or demonstrate steps in how to get help during an emergency, including how to phone 999 and give accurate information</li> </ul>  |
| <p><u>LOR12: To learn negotiation and compromise strategies to resolve disputes and conflict / to give helpful feedback and support to others</u></p>  | <ul style="list-style-type: none"> <li>• explain what we mean by ‘negotiation’ and ‘compromise’</li> <li>• identify or demonstrate strategies they have seen or used to help resolve disputes between friends, in class and on the playground</li> <li>• give examples of the attributes and skills that are needed for resolving disputes and conflict</li> <li>• explain ‘appropriate’ compromise and what it means to them</li> <li>• explain how negotiation and compromise benefit others as well as themselves</li> <li>• describe or demonstrate how to give someone useful feedback and support</li> </ul>   |
| <p><u>LOR9: To learn about confidentiality / about times when it appropriate and necessary to break a confidence</u></p>   | <ul style="list-style-type: none"> <li>• explain what is meant by confidentiality</li> <li>• identify when they should accept and when they should refuse to accept to keep a confidence (or secret)</li> <li>• explain that no one should ask them to keep something to themselves, that makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else</li> <li>• explain that if someone either begs them, tries to scare or threatens them to keep a secret that makes them feel worried, that these are warning signs and that they must quickly tell their teacher</li> <li>• explain how they should always share worries about this with a teacher who will help them decide what to do</li> </ul> |
| <p><u>LOL9/10: To learn about what it means to be a part of a community / about different groups / individuals that support the local community / about the role of voluntary, community and pressure groups</u></p> | <ul style="list-style-type: none"> <li>• explain what being part of a community means to them</li> <li>• identify different organisations that support school communities, i.e. governors, local government, national government and their role in helping communities to thrive and grow</li> <li>• describe what it means to ‘volunteer’ in the community</li> <li>• give examples of voluntary groups and the kind of work they do</li> <li>• give examples of the difference that this kind of work makes to individuals, communities and the local environment</li> <li>• identify how pressure groups aim to lead social change</li> </ul>   |