Medium Term Plan: 2021-22

Year 5:

Theme	Topic	In this unit of work, students learn...	Key Questions:
Autumn- Relationships	**Families and friendships** Managing friendships and peer influence Suggested number of sessions: 1-3 **PoS Refs:** **R14.** That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them **R15.** Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others **R16.** How friendships can change over time, about making new friends and the benefits of having different types of friends **R17.** That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely **R18.** To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary **R26.** About seeking and giving permission (consent) in different situations	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships	Who or what influences people's behaviour? Do we have to be like everyone else? What can people do when they feel under pressure to do something they feel uncertain about? Who can we ask for help, opinions or advice? How does it feel to disagree with someone? How do people behave when they disagree with each other? What strategies can people use to resolve differences? Do we have to agree with other's points of view?
	Safe relationships Physical contact and feeling safe Suggested number of sessions: 1-4 **PoS Refs:**	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact	What should we do if someone makes us feel unsafe (even if it is someone we think we trust)? Whose responsibility or fault is it if someone feels unhappy or uncomfortable about someone else's behaviour towards them?

	R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice **R25.** Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact **R26.** About seeking and giving permission (consent) in different situations **R27.** About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret **R29.** Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	• how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact	How can someone stop unwanted touch or attention? What can someone do if they think/ feel no-one will listen? What is confidentiality/ to keep something confidential? Should all secrets be kept? What types of secrets would we encourage other pupils to tell? How does someone know that we are making the right decision/ doing the right thing?
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination Suggested number of sessions: 1-3 **PoS Refs:** **R20.** Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support **R21.** About discrimination; what it means and how to challenge it **R31.** To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/ or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online	What is discrimination? Do we see examples of this in our everyday lives? How might prejudice make someone act? What effects can discrimination have? How can people ensure they are more inclusive? Who lives in the UK? What are some examples that show the rich diversity of the UK? How can we show that we value and respect other people's faith, culture and beliefs?

	R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own		
Spring- Living in the wider world	**Belonging to a community** Protecting the environment; compassion towards others Suggested number of sessions: 1-4 **PoS Refs:** **L4.** The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others **L5.** Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) **L19.** That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single use plastics, or giving to charity)	• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment	What is the difference between a right and a responsibility? How are rights related to responsibilities? Are we responsible for others as well as ourselves? Why? What are our community and environmental responsibilities? What difference could this make? What impact do our actions towards sustaining our environment have on us now? What about future impact?
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact Suggested number of sessions: 1-4 **PoS Refs:** **L12.** How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online	Is what the media show us always true? Why should we question media representation? What gender stereotypes are there? What stereotypes do we regularly encounter in the media?

L14. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	• how devices store and share information	How can we recognise stereotypes? Why is it important to recognise stereotypes? What tells us that the 'stereotype' is not true? How are stereotypes challenged? *Safer Internet day 2021- Tuesday 9th February*
Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes Suggested number of sessions: 1-4 **PoS Refs:** **L27.** About stereotypes in the workplace and that a person's career aspirations should not be limited by them **L28.** About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) **L29.** That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	• to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training	

	L31. To identify the kind of job that they might like to do when they are older **L32.** To recognise a variety of routes into careers (e.g. college, apprenticeship, university)		
Summer- Health & Well-being	**Physical health and Mental wellbeing** Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Suggested number of sessions: 1-4 **PoS Refs:** **H8.** About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn **H9.** That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it **H10.** How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed **H12.** About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	• how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment	What choices can someone make to help look after their body and mind? How do we keep the school free from infection? How do people keep themselves clean? Where (body parts or environment) is it especially important to keep good hygiene standards? Whose responsibility is it?
	Growing and changing Physical and emotional changes in puberty; external genitalia;	• how to identify external genitalia and reproductive organs	What happens to people's bodies when they grow up? Do these changes happen to everybody at the same time?

Personal identity; recognising individuality and different qualities; mental wellbeing Suggested number of sessions: 1-6 **PoS Refs:** **H30.** To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction **H31.** About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) **H16.** About strategies and behaviours that support mental health- including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing **H25.** About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) **H26.** That for some people gender identity does not correspond with their biological sex **H27.** To recognise their individuality and personal qualities	• about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing	What do we need to know about the changes? How can people feel about growing up? Who can we talk to about the changes we might experience?
Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM	• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety	Does growing up mean taking on more responsibility? When can it be difficult to be responsible?

	Suggested number of sessions: 1-3 **PoS Refs:** **H38.** How to predict, assess and manage risk is different situations **H43.** About what is meant by first aid; basic techniques for dealing with common injuries **H44.** How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say **H45.** That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk	• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law[1] • what to do and whom to tell if they think they or someone they know might be at risk of FGM	What situations might include risk, danger or hazard? What are the risks in this situation? What could reduce the risk? How could someone help in an emergency situation? What are some basic first aid procedures? What could someone do if…? Why would someone call 999? How can we help protect and look after our bodies? What should we do if we, or someone we know, is at risk of their body being hurt or harmed? Should someone always agree to what their family or community wants or expects them to do? How can a person help themselves or others who may be at risk?