

Autumn term theme- Health and Wellbeing			
Learning Objectives	Key Skills taught	Links to the curriculum	
<p>1. what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>3. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>4. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>5. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>6. how their body will, and emotions may, change as they approach and move through puberty</p> <p>7. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</p> <p>8. about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>	<p>1. what is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>3. how to manage risks to physical and emotional health and wellbeing</p> <p>4. ways of keeping physically and emotionally safe</p> <p>5. about managing change, including puberty, transition and loss</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>7. how to respond in an emergency</p> <p>8. to identify different influences on health and wellbeing</p>	<p>Fireworks safety</p> <p>Class charters</p> <p>Lifeguard visit</p> <p>Shakespeare</p> <p>Bikeability</p> <p>Hit the surf</p> <p>Science: Healthy eating</p> <p>R.E focus: the bible and the Qu'ran</p>	
E-safety focus			
Category	Learning Objectives	Key Skills	Resources
1. Privacy and Security	<ul style="list-style-type: none"> •identify the characteristics of strong passwords. •apply characteristics of strong passwords to create new passwords. •create secure passwords with their family members. 	Pupils learn how to create secure passwords in order to protect their private information and accounts online.	<p>Lesson name: Strong Passwords</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y5> Strong Passwords</p> <p>Other useful resources:</p> <p>Digizen - Perfect passwords Teacher's resource and activities</p> <p>Budd:e - Password Power Lesson plan</p> <p>Microsoft - Password checker Password security checking tool</p> <p>Netsmartz - Password Rap Video</p> <p>Roboform - How secure is my password? Password strength checking tool</p>
2. Relationships & Communications and Self Image & Identity	<ul style="list-style-type: none"> •establish expectations and norms for the group related to appropriate online behaviour. •participate responsibly and respectfully in an online community. •collaborate on a classroom motto about digital citizenship. 	Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.	<p>Lesson name: Digital Citizenship Pledge</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y5 > Digital Citizenship Pledge</p> <p>Other useful resources:</p> <p>Cybersmart – Digital Citizenship Teachers resources</p> <p>UK Safer Internet Centre Safer Internet Day</p>

Spring term- Relationships

Learning Objectives	Key skills taught	Links to the curriculum
<p>1. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>2. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</p> <p>3. 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'</p> <p>4. to work collaboratively towards shared goals</p> <p>5. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>6. to recognise and challenge stereotypes</p>	<p>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>2. how to recognise and manage emotions within a range of relationships</p> <p>3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p> <p>5. how to respect equality and diversity in relationships.</p>	<p>Human rights awareness day/week</p> <p>Chinese new year</p> <p>Christian art week</p> <p>Shakespeare</p> <p>Shared worship</p>

E-safety focus

Category	Learning Objectives	Key Skills	Resources
3. Privacy and Security	<ul style="list-style-type: none"> •define what spam is. •explore strategies for safely managing unwanted messages. •identify different forms of spam. 	Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.	<p>Lesson name: You've won a prize</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y5> You've won a prize</p> <p>Other useful resources: BBC– Lady Jane Grey “beware what you download “ Horrible histories video Netsmartz – Router's Birthday Surprise Teacher notes and video Media Smart - Digital Advise (Registration needed) Lesson plans, parents resources on websites and online advertising</p>
4. Information Literacy	<ul style="list-style-type: none"> •explain the value of giving proper citations. •name the components of an MLA style citation for different types of websites. •create MLA style citations for online articles and professional sites. 	Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.	<p>Lesson name: How to Cite a Site</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y5 > How to Cite a Site</p> <p>Other useful resources: Wikihow - Cite a site Teacher resource – how to acknowledge a source of information appropriately Google – How search works</p>

Summer term- Living in the wider world

Learning Objectives	Key skills taught	Suggested Activities
<p>1. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>2. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>3. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>4. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>5. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>6. about enterprise and the skills that make someone 'enterprising'</p>	<p>1. about respect for self and others and the importance of responsible behaviours and actions</p> <p>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>3. about different groups and communities</p> <p>4. to respect equality and to be a productive member of a diverse community</p> <p>5. about the importance of respecting and protecting the environment</p> <p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. how money plays an important part in people's lives</p> <p>8. a basic understanding of enterprise.</p>	<p>School bank</p> <p>What I believe topic</p> <p>Sports day</p> <p>BB proms in the park/ BB fest</p> <p>Shakespeare</p> <p>Shared worship</p> <p>Nexus safety talk</p> <p>R.E: Experiences of loss, death and Christian hope</p> <p>Sex education/ puberty talk</p> <p>Derwent hill trip</p>

E-safety focus

Category	Learning Objectives	Key Skills	Resources
<p>5. Creative Credit & Copyright, Information Literacy, Self Image & Identity</p>	<ul style="list-style-type: none"> •recognize that photos can be altered digitally, and consider the upsides and downsides of this practice. •discuss how photo alteration can distort our perceptions and affect our self-image. •analyze how advertising uses photo alteration to help sell products. Pupils learn how photos can be altered digitally. 	<p>They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p>	<p>Lesson name: Picture Perfect</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y5> Picture Perfect</p> <p>Other useful resources: All About explorers - Link to website A website developed by teachers to help children to understand research skills</p> <p>TES - Alleyk@tz Video Teachers resource on plagiarism</p>