

## Time 4 Us – Year 5 Curriculum Map 2020/21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Respect	Positive Relationships	Digital Literacy	Mental Wellbeing	Ourselves	Aspirations
<b>Time for Us</b>	<p><b>Respecting ourselves and others</b> <b>Responding respectfully to a wide range of people; recognising prejudice and discrimination</b></p> <ul style="list-style-type: none"> <li>to recognise that everyone should be treated equally</li> <li>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</li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> <li>how to report discrimination online</li> </ul> <p><b>Belonging to a community</b> <b>Protecting the environment; compassion towards others</b></p> <ul style="list-style-type: none"> <li>about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>how to show compassion for the environment, animals and other living things</li> <li>to express their own opinions about their responsibility towards the environment</li> </ul>	<p><b>Families and friendships</b> <b>Managing friendships and peer influence</b></p> <ul style="list-style-type: none"> <li>what makes a healthy friendship and how they make people feel included</li> <li>strategies to help someone feel included</li> <li>about peer influence and how it can make people feel or behave</li> <li>the impact of the need for peer approval in different situations, including online</li> <li>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>that it is common for friendships to experience challenges</li> <li>strategies to positively resolve disputes and reconcile differences in friendships</li> <li>that friendships can change over time and the benefits of having new and different types of friends</li> <li>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>when and how to seek</li> </ul>	<p><b>Media literacy and Digital resilience</b> <b>How information online is targeted; different media types, their role and impact</b></p> <ul style="list-style-type: none"> <li>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>that some media and online content promote stereotypes</li> <li>how to assess which search results are more reliable than others</li> <li>to recognise unsafe or suspicious content online</li> <li>how devices store and share information</li> <li>safe use of devices when out and about</li> </ul>	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental health is just as important as physical health and that both need looking after</li> <li>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>positive strategies for managing feelings</li> <li>that there are situations when someone may experience mixed or conflicting feelings</li> <li>how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>the importance of asking for support from a trusted adult</li> </ul>	<p><b>Physical and emotional changes in puberty; external genitalia; personal hygiene routines;</b></p> <p>Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs (H30)</li> <li>about the physical and emotional changes during puberty (H31)</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams (H31)</li> <li>strategies to manage the changes during puberty including menstruation (H31)</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant (H32)</li> <li>how to discuss the challenges of puberty with a trusted adult (H34)</li> <li>how to get information, help and advice about puberty (H34)</li> <li>Strategies to manage transitions (H36)</li> </ul> <p>Recommended resources to support teaching about periods <a href="https://bettyforschools.co.uk/">https://bettyforschools.co.uk/</a></p>	<p><b>Work -Identifying job interests and aspirations</b></p> <ul style="list-style-type: none"> <li>to identify jobs that they might like to do in the future</li> <li>about the role ambition can play in achieving a future career</li> <li>how or why someone might choose a certain career</li> <li>to recognise that there are human rights, and they are there to protect everyone</li> <li>about the relationships between rights and responsibilities</li> </ul>

		support in relation to friendships				
<b>Keeping Safe</b>	<p><b>Safe relationships Physical contact and feeling safe</b></p> <ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• 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</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> <li>• that female genital mutilation ( FGM) is against British law and what to do and whom to tell if they think they or someone they know might be at risk. ( See guidance saved in Google docs)</li> <li>• strategies for keeping safe in the local environment or unfamiliar places (rail,water,road) and firework safety; safe use of digital devices when out and about) (H41)</li> </ul>					
<b>Being Healthy</b> <i>(Learning Objectives covered within these lessons transferred to Healthy living outside the classroom outcomes)</i>	<p><b>Healthy sleep habits; sun safety; medicines,</b></p> <ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> </ul> <p><b>Keeping safe, Keeping safe in different situations, including responding in emergencies and first aid</b></p> <ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> </ul>					