

# Time 4 Us – Year 5 Curriculum Map 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Time for Us	<ol style="list-style-type: none"> <li>1. I know how to face new challenges positively</li> <li>2. I understand how to set personal goals</li> <li>3. I understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>4. I know how an individual's behaviour can affect a group and the consequences of this</li> <li>5. I understand how democracy and having a voice benefits the school community</li> <li>6. I understand how to contribute towards the democratic process</li> </ol>	<ol style="list-style-type: none"> <li>1. I know what culture means</li> <li>2. I know that differences in culture can sometimes be a source of conflict</li> <li>3. I know what racism is and why it is unacceptable</li> <li>4. I know that rumour spreading is a form of bullying on and offline</li> <li>5. I know external forms of support in regard to bullying e.g. Childline</li> <li>6. I know that bullying can be direct and indirect</li> <li>7. I know how their life is different from the lives of children in the developing world</li> </ol>	<ol style="list-style-type: none"> <li>1. I know that they will need money to help them to achieve some of their dreams</li> <li>2. I know about a range of jobs that are carried out by people</li> <li>3. I know that different jobs pay more money than others</li> <li>4. I know the types of job they might like to do when they are older</li> <li>5. I know that young people from different cultures may have different dreams and goals</li> <li>6. I know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>7. I know ways that I can support young</li> </ol>	<ol style="list-style-type: none"> <li>1. I know the health risks of smoking</li> <li>2. I know how smoking tobacco affects the lungs, liver and heart</li> <li>3. I know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>4. I know basic emergency procedures including the recovery position</li> <li>5. I know how to get help in emergency situations</li> <li>6. I know that the media, social media and celebrity culture promotes certain body types</li> <li>7. I know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</li> <li>8. I know what makes a healthy lifestyle</li> </ol>	<ol style="list-style-type: none"> <li>1. I know that a personality is made up of many different characteristics, qualities and attributes</li> <li>2. I know that belonging to an online community can have positive and negative consequences</li> <li>3. I know that there are rights and responsibilities in an online community or social network</li> <li>4. I know that there are rights and responsibilities when playing a game online</li> <li>5. I know that too much screen time isn't healthy</li> <li>6. I know how to stay safe when using technology to communicate with friends</li> </ol>	<ol style="list-style-type: none"> <li>1. I know what perception means and that perceptions can be right or wrong</li> <li>2. I know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotional</li> <li>3. I know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>4. I know strategies to manage the changes during puberty including menstruation</li> <li>5. I know how to identify external genitalia and reproductive organs</li> <li>6. I know that female genital mutilation is against the UK law and I know</li> </ol>

						<p>who to talk to if I or someone I know is at risk</p> <p>7. I know that becoming a teenager involves various changes and also brings growing responsibility</p>
<p><b>Key Vocabulary</b></p>	<p>Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>	<p>Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.</p>	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>	<p>choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules.</p>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy,</p>

						Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Be able to identify what they value most about school</li> <li>• Identify hopes for the school year</li> <li>• Empathy for people whose lives are different from their own</li> <li>• Consider their own actions and the effect they have on themselves and others</li> <li>• Be able to work as part of a group, listening and contributing effectively</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> <li>• Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their own culture and different cultures within their class community</li> <li>• Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>• Identify a range of strategies for managing their own feelings in bullying situations</li> <li>• Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>• Be able to support children who are being bullied</li> <li>• Appreciate the value of happiness regardless of material wealth</li> <li>• Develop respect for cultures different from their own</li> </ul>	<ul style="list-style-type: none"> <li>• Verbalise what they would like their life to be like when they are grown up</li> <li>• Appreciate the contributions made by people in different jobs</li> <li>• Appreciate the opportunities learning and education can give them</li> <li>• Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>• Appreciate the differences between themselves and someone from a different culture</li> <li>• Understand why they are motivated to make a positive contribution to supporting others</li> </ul>	<ul style="list-style-type: none"> <li>• Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Recognise strategies for resisting pressure</li> <li>• Can identify ways to keep themselves calm in an emergency</li> <li>• Can reflect on their own body image and know how important it is that this is positive</li> <li>• Accept and respect themselves for who they are</li> <li>• Respect and value their own bodies</li> <li>• Be motivated to keep themselves healthy and happy</li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest strategies for building self-esteem of themselves and others</li> <li>• Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</li> <li>• Can suggest strategies for staying safe online/ social media</li> <li>• Can say how to report unsafe online / social network activity</li> <li>• Can identify when an online game is safe or unsafe</li> <li>• Can suggest ways to monitor and reduce screen time</li> <li>• Can suggest strategies for managing unhelpful pressures online or in social networks</li> </ul>	<ul style="list-style-type: none"> <li>• Can celebrate what they like about their own and others' self-image and body-image</li> <li>• Can suggest ways to boost self-esteem of self and others</li> <li>• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>• Can ask questions about puberty to seek clarification</li> <li>• Can express how they feel about having a romantic relationship when they are an adult</li> <li>• Can express how they feel about having children when they are an adult</li> <li>• Can express how they feel about becoming a teenager</li> <li>• Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>
<b>P4C Stimulus</b>	* <b>Stimulus</b> - John Brown, Rose and the Midnight cat by Jenny Wagner	* <b>Stimulus</b> - The squirrels who squabbled by Rachael Bright		* <b>Stimulus</b> - Respect by Rachel Brian (up to pg42)	<b>Stimulus</b> - A Glass full of Rumors by AM Marcus	

		<b>Stimulus</b> - story - 'Seeds and Trees' by Brandon Walden <b>Stimulus</b> - The Heart in a Bottle by Oliver Jeffers		<b>** Stimulus</b> - Respect by Rachel Brian (pg42 on)		
<b>Days for Us</b>	Democracy (Friday 8 <sup>th</sup> September)		Safer Internet (Tuesday 6 <sup>th</sup> February)		Aspirations (Friday 21 <sup>st</sup> June)	