

# Learn Together in Year 5

Strand	Unit	In this unit of work, students learn...
Moral and Spiritual	Exploring Moral Development and Relationships	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>
	Supporting Physical and Mental Health	<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>• 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> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> <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> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>
Equality and Justice	Exploring human rights/ Activating equality (BHM)	<ul style="list-style-type: none"> <li>• Critically evaluate media coverage of equality and justice issues (current and/or historic) e.g. colouration of images in newspapers, different coverage of recent protests.</li> <li>• Begin to have knowledge and understanding of legislation in the UK that prohibit unfair discrimination e.g. the Equality Act 2010 and international conventions – discuss its effectiveness.</li> <li>• Examine an equality issue in relation to minorities in the UK, e.g. Black Lives Matter movement</li> <li>• Develop an anti-racist charter.</li> <li>• Express his/her views by writing letters/speaking to elected representatives on issues relating equality and justice.</li> <li>• Learn about people who have made a positive change through campaigning and protest.</li> </ul>
	Exploring Human Rights	<ul style="list-style-type: none"> <li>• to understand that in addition to basic rights there are also: <b>development rights</b> such as education, play and leisure, cultural activities and access to information; <b>participation rights</b> such as freedom to express opinion, freedom to join an association and to gather together peacefully; <b>protection rights</b> to guard children against abuse, neglect and exploitation.</li> <li>• to understand how these rights are not mutually exclusive and might overlap.</li> <li>• to participate in in-depth exploration of human rights and responsibilities in a local context e.g. the right to a home, the right to asylum, the right to not be discriminated against.</li> </ul>
	Economic Wellbeing and Sustainability	<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>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>

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Strand	Unit	In this unit of work, students learn...
Ethics and the Environment	Knowledge and awareness of environmental issues	<ul style="list-style-type: none"> <li>• Become aware of the impact of air, water, waste and litter pollution on natural and man-made environments locally, nationally and globally.</li> <li>• Be aware of the power and affects of natural disasters on our environment.</li> <li>• Further explore the interdependent relationship between humans and nature and how this contributed to the delicate balance of life on earth.</li> </ul>
	Activation of Responsibility and Stewardship	<ul style="list-style-type: none"> <li>• Express his/her views by writing letters/speaking to elected representatives on issues relating equality and justice.</li> <li>• Explore the concept of ethical shopping and actively support ethical shopping choices in their own and other people's lives e.g. Fair Trade.</li> </ul>
Belief Systems	Key Figures	<ul style="list-style-type: none"> <li>• Examine the concept of authority as exercised by religious leaders and the concept of authority for those with non-religious world views</li> <li>• Explore how religious leaders are chosen in religions taught in this cycle.</li> <li>• Identify any common features which may exist between these religious leaders e.g. the emergence of differences within religious traditions, how leaders have affected integration or separation</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>• Examine the common links in religious codes of conducts in Islam, Christianity, and Hinduism and locate common/shared values across these belief systems</li> <li>• Listen to examples of music used with belief systems studied in this cycle.</li> <li>• Look at and respond to the differing art forms associated with festivals celebrated in Islam, Christianity, and Hinduism. (Project work from this could in the form of school assembly, exhibition or display)</li> <li>• Examine how codes of conduct are shaped for people with agnostic, atheist and secular worldviews.</li> <li>• Explore how the Islamic, Christian and Hindu religions have shaped our society.</li> </ul>
	Celebrations, Rites and Ceremonies	<ul style="list-style-type: none"> <li>• Learn about rites of passage associated with religions taught in this cycle and for those with agnostic, atheist and secular worldviews.</li> <li>• Explore similarities and differences between rites of passages observed in these belief systems.</li> </ul>