

Year 5

Objectives	CHIPS Books	CEOP Links	Other Links
To discuss the physical and emotional changes at puberty			Big Talk
To discuss what periods are and how to prepare for them			Big Talk
To raise awareness about what wet dreams			Big Talk
To understand that sperm needs to fertilise an egg			Big Talk
Children will be aware that humans gestate for nine months			Big Talk
To practise the skills of being assertive			Women's Aid: Expect Respect Education Toolkit: Primary Resource: Year 5: Section 2: page 1-6
To explore public and private body parts and good and bad touch			Big Talk
To increase knowledge of external services			Big Talk
To explore what subjects are difficult to talk about			Big Talk
To think about the different people we talk to when we are feeling different emotions			Circle time

To talk about what trust is and how we need it in relationships			Circle time
To start thinking about what peer pressure is			Circle time
To highlight the public nature of social networking		Jigsaw video , Cybercafe (https://www.thinkuknow.co.uk/teachers/resources/)	Assemblies
To explore the issues around Cyber bullying			Assemblies
To discuss different sexual orientations	Dad David, Baba Chris and Me		
To highlight the inequalities that some people face (cultural, ethnic, racial and religious diversity, gender and disability)	We Are All Born Free The Whisperer		Assemblies
I know that I am valued at school.			Assemblies West Best Characteristics of Learning
I understand how it feels to do or start something new ,and why.			Assemblies West Best Characteristics of Learning
I can explain how I go about solving a problem and can give you an example of a problem I have solved.			Assemblies West Best Characteristics of Learning
I understand my rights and			Assemblies

responsibilities in the school.			West Best Characteristics of Learning
I know some of the things that help us in school to learn and play well together.			Assemblies West Best Characteristics of Learning
If I don't agree with something in school, I know how to go about trying to change things.			Assemblies West Best Characteristics of Learning
I understand the need for rules in society and why we have the rules we do in school.			Assemblies West Best Characteristics of Learning
I know the skills and attributes to be an effective learner.			Assemblies West Best Characteristics of Learning
I can try to develop these skills.			Assemblies West Best Characteristics of Learning
I know what some of the people in my class like or admire about me.			Assemblies West Best Characteristics of Learning
I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.		STAR Bereavement Charity, Wakefield	Circle Time

I understand how it might feel when a change takes you away from familiar people and places.			Circle Time
I recognise that my behaviour is my responsibility, even when someone has touched a "sore spot".			Assemblies West Best Characteristics of Learning
I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.			Circle Time
I can try to understand why people might behave the way they do when they are facing a difficult change.			Circle Time
I know that people respond differently to changes and challenges.			Circle Time
I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.			Circle Time
I understand how rumour-spreading and name-calling can be bullying behaviours.			Anti-Bullying Week
I can explain the difference between direct and indirect types of bullying.			Anti-Bullying Week

I can explain some of the ways in which one person (or group of people) can have power over another.			Anti-Bullying Week
I know some of the reasons why people use bullying behaviours.			Anti-Bullying Week
I know some ways to encourage children who use bullying behaviours to make other choices.			Anti-Bullying Week
I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.			Anti-Bullying Week
To know the origins of a British Institution (e.g. NHS, Education System, Churches/Temples, Marks and Spencers, Co-op, Morrisons, etc.)			Assemblies
To know a great British event (e.g. Margaret Thatcher first female Prime Minister, Charles Darwin visited the Galapogas Islands, Nelson on board the Victory, King Johns signs the Magna Carta, Stonehenge is built, Guy Fawkes is arrested, Great Fire of London, Julius			Assemblies

Caesar invades Britain, etc.)			
To have some understanding of political party differences			Assemblies
To discuss the use of different energy sources			
To explore the different ways of travelling within the UK (e.g. trams, tube, aeroplanes, trains, bus, bicycles, etc.)			
To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.			Enterprise Week
To explore how the media present information.			
To behave responsibly, including road safety.			Junior Road Safety Officers
To know school rules about health and safety, basic emergency aid and where to get help.			National First Aid day
To realise the nature and consequence of racism.			Assemblies
To take responsibility for planning and looking			Eco-Schools

after the school environment.			
To meet and talk with people such as religious leaders or police officers.			Assemblies
To be able to make safe and well-considered decisions			Spellbinder Education Drug Education Lesson Plans
To know that some drugs are illegal to possess or use			
To understand the perspective of the law in relation to illegal drugs			
To know that disease and viruses can be transmitted			
To understand that life presents diverse new challenges to us all			
To understand that duties and responsibilities vary in different situations			
To realise that we all have mental health challenges and our moods vary depending on what happens to us.			
To appreciate that what is helpful to one person might not be helpful to another.			Lesson 1
To gain greater understanding of some of the myths			

associated with mental health and mental illness.			The Mental Health Handbook for Primary Schools
To examine stigma and discrimination associated with mental illness.			Year 5 Theme One Lesson 2
To gain understanding of how to help a person who is mentally unwell.			The Mental Health Handbook for Primary Schools
To consider what helps and does not help using scenarios.			Year 5 Theme Two Lesson 1
To encourage pupils to consider what they would wish for in a service specifically for them.			The Mental Health Handbook for Primary Schools
To review why people do not seek help and support when they first realise they need it.			Year 5 Theme Two Lesson 2, Theme Three Lessons 1 and 2.

Year 6

Objectives	CHIPS Books	CEOP Links	Other Links
To understand how an egg is fertilised Children will know the age of consent for sex			Big Talk
Children are aware a sperm can fertilise			Big Talk

<p>an egg through fertility treatment</p> <p>Children will think about other ways children become parts of families</p>			
<p>To explain what multiple births are and how they occur</p>			Big Talk
<p>Children will understand how pregnancy happens</p>			Big Talk
<p>To practise the skills of being assertive</p>			
<p>To explore personal privacy</p>			Big Talk
<p>To increase knowledge of external services</p>			Circle Time
<p>To explore what subjects are difficult to talk about</p>	10,000 Dresses		Circle time
<p>To think about the different people we talk to when we are feeling different emotions</p>			Circle time
<p>To talk about what trust is and how we need it in relationships</p>			Circle time
<p>To start thinking about what peer pressure is</p>			Circle time
<p>To highlight the public nature of social networking</p>		Jigsaw video, Cybercafe	

To explore the issues around Cyber bullying		(https://www.thinkuknow.co.uk/teachers/resources/)	
To discuss different sexual orientations	William's Doll 10,000 Dresses This Day in June		
To highlight the inequalities that some people face (cultural, ethnic, racial and religious diversity, gender and disability)	William's Doll 10,000 Dresses This Day in June		Women's Aid: Expect Respect Education Toolkit: Primary Resource: Year 6: Section 2: page 1-6
I can make a personal or long-term plan and break it down into smaller, achievable goals.			Assemblies West Best Characteristics of learning
I know that it is up to me to get things done by taking the first step.			Assemblies West Best Characteristics of learning
I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.			Assemblies West Best Characteristics of learning
I can stand up for what I think after listening to others and making my own choice.			Circle Time
I understand that the majority view is not always right.			Circle Time

I understand that there is not just one way to grieve.			Circle time
I can use some strategies to manage feelings associated with loss.			Circle time
I know some of the feelings people have when someone close dies or leaves.			Circle time
I can help support someone who is unhappy because they have lost someone or something.			Circle time
I know that when I move to secondary school many things in my life will stay the same.			Circle time
I have some strategies for managing the feelings I might have when I change schools.			Circle time
I know that many children have mixed feelings about going to secondary school.			Circle time
I can tell you about how people might feel and behave when they go to a new school.			Circle time
I understand how rumour-spreading and name-calling can be bullying behaviours.			Anti-Bullying Week

I can explain the difference between direct and indirect types of bullying.			Anti-Bullying Week
I can explain some of the ways in which one person (or group of people) can have power over another.			Anti-Bullying Week
I know some of the reasons why people use bullying behaviours.			Anti-Bullying Week
I know some ways to encourage children who use bullying behaviours to make other choices.			Anti-Bullying Week
I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.			Anti-Bullying Week
To understand the right to free speech (e.g. speak for two minutes on something they believe)			Circle Time
To know about a famous modern living Briton (e.g. Sir Richard Branson, Lord Sugar, Professor Brian Cox, Simon Cowell, Sir Bradley Wiggins, Stephen Hawkins, Sir David Attenborough, Sir Paul McCartney, David Hockney, The Queen, etc.)			Assemblies

To understand how the local government work (e.g. election, council chamber, etc.)			Assemblies
To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.			Enterprise Week
To explore how the media present information.			
To behave responsibly, including road safety.			Road Safety Officers
To know school rules about health and safety, basic emergency aid and where to get help.			National First Aid day
To realise the nature and consequence of racism.			Assemblies
To take responsibility for planning and looking after the school environment.			
To meet and talk with people such as religious leaders or police officers.			Assemblies
To understand that people should not be judged by how they look			Spellbinder Education Drug Education

To know that people wear different clothes in different situations			Lesson Plans
To understand that how a person may look will not always be a good indicator of character			
To be discriminating in response to advertising			
To understand the impact and influence which the media may have on perceptions about drugs			
To develop the skills to make their own choices and decisions			
To know that some drugs are illegal and dangerous			
To know that it is an offence to buy, sell or retain these drugs and the consequences of doing so			
To understand the role of the police			
To be able to build their confidence			
To research mental health.			The Mental Health Handbook for Primary Schools Year 6 Theme One Lesson 1
To explore facts and figures associated with mental health.			
To explore how mental health is			

portrayed in the media.			The Mental Health Handbook for Primary Schools Year 6 Theme One Lesson 2
To consider the role of organisations in supporting positive mental health.			
To consider what we need to stay mentally and emotionally well.			The Mental Health Handbook for Primary Schools Year 6 Theme Two Lesson 1
To challenge some of the stereotypical views from the media that we need materialistic goods.			
To think about applying the five ways to wellbeing.			
To consider how they cope when under stress.			The Mental Health Handbook for Primary Schools Year 6 Theme Two Lesson 2
To think about who they turn to when they are worried or need to talk.			
To appreciate the impact of mental ill help and the consequences.			The Mental Health Handbook for Primary Schools Year 6 Theme Three Lesson 1
To identify their strengths and coping skills further.			The Mental Health Handbook for Primary Schools Year 6 Theme Three Lesson 2
To focus upon positive elements in their lives.			
To learn how to give positive affirmations.			