

Year 5

Number—Place Value

- ☑ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- ☑ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- ☑ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- ☑ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- ☑ solve number problems and practical problems that involve all of the above
- ☑ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number—adding and subtracting

- ☑ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- ☑ add and subtract numbers mentally with increasingly large numbers
- ☑ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- ☑ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number—multiplication and division

- ☑ identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- ☑ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- ☑ establish whether a number up to 100 is prime and recall prime numbers up to 19
- ☑ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- ☑ multiply and divide numbers mentally, drawing upon known facts
- ☑ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- ☑ multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- ☑ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- ☑ solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes

Number—multiplication and division continued

- ☑ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- ☑ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number—Fractions

- ☑ compare and order fractions whose denominators are all multiples of the same number
- ☑ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- ☑ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1$ and $1/5$]
- ☑ add and subtract fractions with the same denominator and denominators that are multiples of the same number
- ☑ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- ☑ read and write decimal numbers as fractions [for example, $0.71 = 71/100$]
- ☑ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- ☑ round decimals with two decimal places to the nearest whole number and to one decimal place
- ☑ read, write, order and compare numbers with up to three decimal places
- ☑ solve problems involving number up to three decimal places
- ☑ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- ☑ solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$ and $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Statistics

- ☑ solve comparison, sum and difference problems using information presented in a line graph
- ☑ complete, read and interpret information in tables, including timetables.

Measurement

- ☑ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- ☑ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- ☑ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- ☑ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- ☑ estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes) and capacity [for example, using water]
- ☑ solve problems involving converting between units of time
- ☑ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry—shape

- ☑ identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- ☑ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- ☑ draw given angles, and measure them in degrees (o)
- ☑ identify:
 - ☑ angles at a point and one whole turn (total 360°)
 - ☑ angles at a point on a straight line and $1/2$ a turn (total 180°)
 - ☑ other multiples of 90°
- ☑ use the properties of rectangles to deduce related facts and find missing lengths and angles
- ☑ distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry—position and direction

- ☑ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Year 5

Speaking and Listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate formality for effective communication.

Reading—Word Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes as listed in (KLZ Literacy Toolkit; Spelling Progression Guide)
- Both to read aloud and to understand the meaning of new words that they meet.

Writing—Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in KLZ Literacy Toolkit; Spelling Progression Guide
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

See Penny Bill’s spelling planner for Y5 on Tshare

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Reading—Comprehension

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously

Genres

Narrative:

Novels and stories by significant children’s authors—**Roald Dahl (BFG: Set of Plays)**

Traditional stories: fables, myths and legends—**Beowulf**

Stories from other cultures—**Journey to Jo’Burg**

Older literature—**Treasure Island**

Film narrative—**The Piano**

Dramatic conventions—**Y5 Revue**

Historical Novel: **The Street Child**

Non-Fiction:

Instructions **Topic related (recipes Italian)**

Recounts **Topic related**

Persuasive writing **Topic related**

Poetry:

Poetic style **Various linked to similes and metaphors**

Classic/narrative poems **The Listeners**

Choral and performance **Night Mail**

Writing—Composition

Pupils should be taught to:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages, organising writing into sections/paragraphs
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others’ writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing—Vocabulary, punctuation and grammar

Pupils should be taught to:

- Develop their understanding of the concepts set out in English Appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

See Penny Bill’s grammar planner for Y5 on Tshare

Year 5

PMFL

- listen attentively to spoken language and show understanding by responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask/answer questions; express opinions and respond, clarify
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- Develop their ability to understand new words, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences
- describe people, places, things and actions orally and in writing Languages
- understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Unit1: around the town/city, compass points, grid references, prepositions and pronouns

Unit 2: instruments, using adjectives, learning the alphabet

Unit 3: using adjectives to describe personality, using adverbs

Unit 4: fruit, art terms, adjectives, imperatives

Unit 5: food and recipes, imperatives (instructions), du, de la and des

Unit 6: Tbc

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using pitch, duration, dynamics, tempo, timbre, texture and structure.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Topics

Below are 3 prescribed units and then there are 3 other units of your choice relating to the above.

1. To read musical notation through playing keyboard using the right hand.
2. To compose, investigating purpose of sounds: *Music Express Journey Into Space using Audacity.*
3. To sing songs using layering and ostinati

PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance.
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance (2 units): Space linked dance and street dance.

Gymnastics (2 units): : bridges; flight; functional use of limbs, spinning and turning

Outdoor (6 units): Netball, hockey, lacrosse, OAA, Badminton, Rounders, Athletics and Kwik Cricket.

Art & Design

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.

Media: Media: aquarelles, crayons, pastilles, charcoal, chalk (children to choose best material and paper for purpose).

Printing: Screen printing

Textiles / Collage: Mosaics

3D: modroc

Artists:

Design & Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion,
- Annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits, incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Application:

Measure cut, assemble and join with accuracy card, plastic, paper.

Use temporary and permanent fixings.

Use tools and glue guns when working with wood.

Cam mechanisms

Temporary joins

Year 5

Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Cross Curricular Topics

Animation (5 weeks)

Spreadsheets (5 weeks)

Podcasting to Blog (5 weeks)

Programming with NXT (5 weeks)

Web research (5 weeks)

Databases (5 weeks)

3D modelling (Paint bucket) (3 weeks)

E-safety to be covered in term 1 and throughout all topics taught within the year.

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Science Working Scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Living Things and their Habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals including Humans

Pupils should be taught to:

Properties and Changes of Materials

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth, Moon, Space

Pupils should be taught to:

- ☑ describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- ☑ describe the movement of the Moon relative to the Earth
- ☑ describe the Sun, Earth and Moon as approximately spherical bodies
- ☑ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Year 5

Term 1 Why do some people think God exists?	How many people believe in God?	Is God real?	Is God real?	How do we know what is true?	What do Christians believe about how the world began?	Is God real?	
Term 2 If God is everywhere why go to a place of worship?	What is a place of worship?	What is a Christian place of worship?	What is a Christian place of worship?	What is a Hindu place of worship?	What is a Jewish place of Worship?	What is a place of worship? What is it for?	What does a place of worship mean to believers?
Term 3 and 4 What would Jesus do?	Can you work out what mattered to Jesus from 10 things he said?	What is the importance of the value of love?	What do Jesus' parables about forgiveness teach to Christians today?	How do Christians today try to follow Jesus' teachings about justice and fairness.	What did Jesus teach about being generous and being greedy?	What does the teaching of Jesus have to say about some problems people face today?	What have we learned about living by the values of Jesus in the modern world?
Term 5 and 6 What does it mean to be a Muslim in Britain today	What helps you through the journey of life?	What is the key belief of Muslims?	Why does prayer matters to Muslims?	How is charity important to Muslims?	Why do Muslims fast?	Why do Muslims want to go on a pilgrimage?	What is a special place for Muslims? Can you think of similar commitments to the 5 pillars in your life?

Geography

Pupils should extend their knowledge and understanding beyond the local area to include Europe (modern Italy) , North and South America (Caribbean St Lucia). This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

What is

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (Italy) and South Africa. concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region in Europe (Italy) and South Africa.

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts.
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals (Banana Fair Trade).

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

The Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- Romanisation' of Britain: sites such as Caerwent and the impact of technology,
- culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice

Year 5

PSHE

Building on Key Stage 1, pupils should have the opportunity to learn:

Core Theme 1

To learn about positive and negative effects on physical, mental and emotional health (including the media)

For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

For pupils to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and they might need to listen to their emotions or overcome them

To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

For pupils to understand how their body will change as they approach and move through puberty and (ii) To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

To learn about human reproduction. (A baby is made when a sperm fertilises an egg in the woman's body).

That pupils learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. DO NOT CURRENTLY TEACH

To understand school rules about health and safety and why they are important, to learn basic emergency aid procedures, where and how to get help

To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

To develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones). To learn the importance of protecting personal information, including passwords, addresses and images

For pupils to recognise that their increasing independence brings increased responsibility to keep themselves and others safe

To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

To learn what is meant by the term 'habit' and why habits can be hard to change

To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

Core Theme 2

To recognise and respond appropriately to a wider range of feelings in others

To understand the 'concept of keeping 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'

To recognise and manage 'dares'

To recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain positive healthy relationships

To recognise that their actions affect themselves and others

To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage

To judge what kind of physical contact is acceptable or unacceptable and how to respond

To be able to work collaboratively towards shared goals

To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view

To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

To recognise and challenge stereotypes

Core Theme 3

For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules

To know that there are some cultural practices which are against British law and universal human rights¹

To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community

To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

To appreciate the range of national, regional, religious and ethnic identities in the UK

To explore and critique how the media present information

To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

To think about the lives of people living in other places, and people with different values and customs

To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

For pupils to learn about the role money plays in their own and others' lives

For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) and to increase understanding of how to manage their money and become a critical consumer

To learn about enterprise and the skills that make someone 'enterprising'