

Year 5 Medium Term Overview

Term	Topic	In this unit of work, children should learn:
<p>Autumn – Relationships</p>	<p>Families and friendships Managing friendships and peer influence <i>PoS Refs: R14, R15, R16, R17, R18, R26</i></p>	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships
	<p>Safe relationships Physical contact and feeling safe <i>PoS Refs: R9, R25, R26, R27, R29</i></p>	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person’s mind and body when they are uncomfortable • that it is never someone’s fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • 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 • whom to tell if they are concerned about unwanted physical contact
	<p>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination <i>PoS Refs: R20, R21, R31, R33</i></p>	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • 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 • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online
<p>Spring – Living in the wider world</p>	<p>Belonging to a community Protecting the environment; compassion towards others <i>PoS Refs: L4, L5, L19</i></p>	<ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment
	<p>Media literacy and Digital resilience How information online is targeted; different media types, their role and impact <i>PoS Refs: L12, L14</i></p>	<ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes – body image • how to assess which search results are more reliable than others

Year 6 Medium Term Overview

Term	Topic	In this unit of work, children should learn:
Autumn – Relationships	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage <i>PoS Refs: R1, R2, R3, R4, R5, R7</i>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
		<ul style="list-style-type: none"> • that there is a variety of routes into work e.g. college, apprenticeships, university, training

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	<p>Safe relationships Recognising and managing pressure; consent in different situations <i>PoS Refs: R26, R28, R29</i></p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations
	<p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues <i>PoS Refs: R30, R34</i></p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements
<p>Spring – Living in the wider world</p>	<p>Belonging to a community Valuing diversity; challenging discrimination and stereotypes <i>PoS Refs: L8, L9, L10, R21</i></p>	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this
	<p>Media literacy and Digital resilience Evaluating media sources; sharing things online <i>PoS Refs: H37, L11, L13, L15, L16</i></p>	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people’s emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact
	<p>Money and Work Influences and attitudes to money; money and financial risks <i>PoS Refs: L18, L22, L23, L24</i></p>	<ul style="list-style-type: none"> • about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person’s emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks

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