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| YEAR 5 AUTUMN |
|  | **HEALTH EDUCATION** |
| 1 | 2 **HEALTHY EATING** | 3 **HEALTHY EATING** | 4 **HEALTHY EATING** | 5 **HEALTHY EATING** | 6 **HEALTHY EATING** |
| To set a goal | To review a day’s menu and provide feedback on how it can be improved | To explain the function of nutrients and fibre | To explain the reasons it is important to keep hydrated. | To explain that different types and portions of foods and drinks provide different amounts of energy. | To identify and interpret information on food labels. |
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| **HEALTH EDUCATION** | **RELATIONSHIPS EDUCATION** | **HEALTH EDUCATION** |
| **7 MENTAL WELLBEING** | 8 **RESPECTFUL****RELATIONSHIPS** | 9 **RESPECTFUL****RELATIONSHIPS** | **10 RESPECTFUL****RELATIONSHIPS** | 11 **BASIC FIRST AID** | 12 **BASIC FIRST AID** |
| Learn how to talk about mental health & wellbeing Know who can help us and how to ask for helpKnow the difference between a big and a small feelingLearn how to be a good listener | To explore the concept of fairness and how people decide what is fair and unfair. | Anti-bullying Week | To explore how and why people are excluded | Understand what first aid is Learn first aid skillsFeel able to help someone who needs first aidHow to help someone with a burn | Understand what first aid isLearn first aid skillsFeel able to help someone who needs first aidKnow how to make an emergency callA How to help someone with head injuryORB How to help someone who is bleeding a lot |

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| YEAR 5 SPRING |
|  |  | **RELATIONSHIPS EDUCATION** | **HEALTH EDUCATION** |
| **1**  | **2**  | **3 FAMILIES AND PEOPLE WHO CARE FOR ME** | **4 FAMILIES AND PEOPLE WHO CARE FOR ME** | **5 HEALTH & PREVENTION** | **6 HEALTH & PREVENTION** |
| To understand deductions from payslips | To understand budgeting | To understand reasons for migration. | To explore migration. | VACCINATION LESSONPupils learn about different sources of health information and how we can make informed decisions  | To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living.To understand that if antibiotics are taken, it is important to finish the course. |
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| **RELATIONSHIPS EDUCATION** |  |  | **RELATIONSHIPS EDUCATION** |
| **7 ONLINE RELATIONSHIPS/****BEING SAFE** | **8 BEING SAFE** | **9**  | **10.**  | **11. RESPECTFUL RELATIONSHIPS** | **12. RESPECTFUL RELATIONSHIPS** |
| To understand content which may be appropriate or inappropriate to shareonline | To identify appropriate people to turn to for help | To understand how to keep safe when cycling. | To understand how to keep safe when cycling. | To understand gender stereotypes. | To understand gender stereotypes. |

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| YEAR 5 SUMMER |
| **RELATIONSHIPS EDUCATION** | **SCIENCE** | **HEALTH EDUCATION** |
| **1 CARING RELATIONSHIPS** | **2 GROWTH &****DEVELOPMENT** | **3 CHANGING ADOLESCENT****BODY** | **4 CHANGING ADOLESCENT****BODY** | **5 CHANGING ADOLESCENT****BODY** | **6 CHANGING ADOLESCENT****BODY** |
| To identify the qualities of a good friend | To think and talk about how they have grown and changed since they were babies | To know about the physical changes that happen at puberty | To understand what menstruation and wet dreams areTo know how to manage menstruation and wet dreams | To know the importance of hygiene during puberty | To know how and why emotions and relationships change during pubertyTo know where to get help and support to manage changes during puberty |
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| **RELATIONSHIPS EDUCATION** | **RELATIONSHIPS/HEALTH EDUCATION** | **RELATIONSHIPS****EDUCATION** |  |
| **7 RESPECTFUL****RELATIONSHIPS** | **9 MENTAL WELLBEING/****CARING RELATIONSHIPS** | **10 MENTAL WELLBEING/ CARING RELATIONSHIPS** | **11 MENTAL WELLBEING/****CARING RELATIONSHIPS** | **12 CARING RELATIONSHIPS** |  |
| To know how to deal with feelings in relationships | To develop a sense of belonging. | To develop a sense of belonging. | To develop a sense of belonging. | To recap the qualities of a good friend |  |