

Year 5 Pink Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Hope	Peace	Respect	Forgiveness	Community	Faith
Scarf Unit	Me and My Relationships Feelings Friendship skills, including compromise Assertive skills	Valuing Difference Recognising and celebrating difference, including religions and cultures Influence and pressure of social media	Keeping myself safe Managing risk, including staying safe online Norms around use of legal drugs (tobacco and alcohol)	Rights and Responsibilities Rights and responsibilities Rights and responsibilities Relating to my health Decisions about lending, borrowing and spending	Being my best Growing independence and taking responsibility Media awareness and safety	Growing and Changing Managing difficult feelings Managing change Getting help.
Scarf Lessons	Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone	'Thinking' about habits Jay's dilemma Spot bullying (planned) Ella's diary dilemma Decision dilemmas (planned) Play, like, share Drugs: true or false? Smoking: what is normal? Would you risk it?	What's the story? Fact or opinion? (planned) Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils	Getting fit (planned - Assembly) - 29.3.21 It all adds up! (Planned - Assembly) Different skills (Planned - Assembly) My school community (2) - No prep needed Independence and responsibility (planned - class activity. Not whole afternoon) Star qualities? - planned Basic first aid - ongoing	How are they feeling? Taking notice of our feelings - planned - sensitive subject touched on. Dear Hetty Changing bodies and feelings - planned Growing up and changing bodies - no ppt. Discussion orientated, resources needed. It could happen to anyone Help! I'm a teenager - get me out of here!

						Dear Ash Stop, start, stereotypes
Outcomes	I can give a range of examples of our emotional needs and explain why they are important.	I can give examples of different faiths and cultures and positive things about having these differences.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.	I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.	I can give an example of when I have had increased independence and how that has also helped me to show responsibility.	I can explain what resilience is and how it can be developed.
	I can explain why these qualities are important.	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	I can give a few different examples of things that I am responsible for to keep myself healthy.	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).
	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.			I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.		I am able to identify when I need help and can identify trusted adults in my life who can help me.