PACE ACADEMY TRUST
Wellbeing
Knowledge, Skills and Vocabulary
Years 5 and 6

Curriculum Links	Science Curriculum	Computing Curriculum	Physical Education
Strands	**Year 5**		**Year 6**

	Year 5	Year 6
Health — Physical and mental wellbeing	**Physical health and Mental wellbeing - Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies** PoS Refs: H8, H9, H10, H12 • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment • how to eat a healthy diet and the benefits of nutritionally rich foods • how the lack of physical activity can affect health and wellbeing	**Physical health and Mental wellbeing - What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online** PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24 • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult

		- about the changes that may occur in life including death, and how these can cause conflicting feelings - that changes can mean people experience feelings of loss or grief - about the process of grieving and how grief can be expressed - about strategies that can help someone cope with the feelings associated with change or loss - to identify how to ask for help and support with loss, grief or other aspects of change - how balancing time online with other activities helps to maintain their health and wellbeing - strategies to manage time spent online and foster positive habits e.g. switching phone off at night - what to do and whom to tell if they are frightened or worried about something they have seen online - how people make choices about what to eat and drink, including who or what influences these how to be active on a daily and weekly basis - how to balance time online with other activities how lack of sleep can affect the body and mood and simple routines that support good quality sleep - how they can prevent the spread of bacteria and viruses with everyday hygiene routines - to recognise the shared responsibility of keeping a clean environment - about the benefits of being outdoors and in the sun for physical and mental health

Growing and changing - Personal identity; recognising individuality and different qualities; mental wellbeing
PoS Refs: H16, H25, H26, H27

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities
- ways to boost their mood and improve emotional wellbeing
- about the link between participating in interests, hobbies and community groups and mental wellbeing

Growing and changing - Human reproduction and birth; increasing independence;
PoS Refs: H24, H33, H35, H36

- to recognise some of the changes as they grow up
- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

Growing and changing - Human reproduction and birth; increasing independence; managing transitions
PoS Refs: H24, H33, H35, H36

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

Relationships	**Families and friendships – managing friendships and peer influence** PoS Refs: R14, R15, R16, R17, R18, R26 • 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	**Families and friendships - Attraction to others; romantic relationships; civil partnership and marriage** PoS Refs: R1, R2, R3, R4, R5, R7 • 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
	Safe relationships - Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29 • 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	**Safe relationships - Recognising and managing pressure; consent in different situations** PoS Refs: R26, R28, R29 • 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 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

Respecting ourselves and others - Responding respectfully to a wide range of people; recognising prejudice and discrimination
PoS Refs: R20, R21, R31, R33
- 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
- about the link between values and behaviour and how to be a positive role model
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return

- 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

Respecting ourselves and others - Expressing opinions and respecting other points of view, including discussing topical issues
PoS Refs: R30, R34
- 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

	Media literacy and Digital resilience - How information online is targeted; different media types, their role and impact PoS Refs: L12, L14 - 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 - how to assess which search results are more reliable than others - to recognise unsafe or suspicious content online - how devices store and share information	**Media literacy and Digital resilience - Evaluating media sources; sharing things online** PoS Refs: H37, L11, L13, L15, L16 - 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
Safeguarding **Keeping Safe; Internet Safety**	**Keeping safe - Keeping safe in different situations, including responding in emergencies, first aid** PoS Refs: H38, H43, H44, H45 - to identify when situations are becoming risky, unsafe or an emergency - to identify occasions where they can help take responsibility for their own safety - to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour - how to deal with common injuries using basic first aid techniques	**Keeping safe - Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media** PoS Refs: H37, H42, H46, H47, H48, H49, H50 - how to protect personal information online - to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves - to identify types of images that are appropriate to share with others and those which might not be appropriate

	• how to respond in an emergency, including when and how to contact different emergency services	• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions	

Citizenship **Equality and Diversity; The Environment: Economics**	**Belonging to a community - Protecting the environment; compassion towards others** PoS Refs: L4, L5, L19 • 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 • how they can take small steps to protect the environment around them **Money and Work - Identifying job interests and aspirations; what influences career choices; workplace stereotypes** PoS Refs: L27, L28, L29, L31, L32 • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training	**Belonging to a community - Valuing diversity; challenging discrimination and stereotypes; protecting the environment** PoS Refs: L8, L9, L10, R21 • 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 • the importance of protecting the environment and how everyday actions can either support or damage it • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment • how they can take small steps to protect the environment around them • how to show compassion for the environment, animals and other living things • about how resources are allocated and the effect this has on individuals, communities and the environment **Money and Work - Influences and attitudes to money; money and financial risks** PoS Refs: L18, L22, L23, L24 • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money

	• how having or not having money can impact on a person's emotions, health and wellbeing	• 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