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Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Growth Mindset & Toast Model	1-2	– Understand how people learn new things and achieve certain goals. - Explain how to be a positive learner. - Apply a positive attitude towards learning and take on new challenges. - Apply a growth mindset in my everyday life. - Understand the concept and impact of positive thinking.	- Sort thoughts given into helpful and not-so-helpful thought categories; - Identify what a positive learning attitude is - Give examples of positive learning attitude statements; - Describe the difference between a growth mindset and a fixed mindset; - Identify strategies for facing a challenge; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones.	- Partner/group talk - Scenarios	Continuous throughout. Discussions. Relating objectives to real-life examples.	To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To deepen their understanding of good and not-so-good feelings, 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 when they might need to listen to their emotions or overcome them. To recognise when they need help and to develop the skills, to ask for help. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To learn what positively and negatively affects their physical, mental and emotional health.	All subjects
Previous learning: Y4 - positive attitude is good for mental health; negative thoughts; impact of change; mindfulness techniques; coping strategies for uncomfortable emotions				**Next learning:** KS3 – healthy lifestyles; physical wellbeing; mental health; ourselves, growing and changing; keeping safe; drugs, alcohol and tobacco.			

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6.1 Think Positive – Health & Wellbeing	6	- Understand the link between thoughts, feelings and behaviours. – Recognise and manage uncomfortable feelings. - Understand the importance of making good choices. - Use mindfulness techniques in my everyday life. - Understand how vaccinations help protect us from illness.	- Describe how their thoughts, feelings and behaviours influence each other; - Explain the range and intensity of their feelings to other; - Name some strategies to deal with unhelpful thoughts; - Know how to make an informed choice; - Appreciate how making good choices can make us happy; - Understand how mindfulness techniques can be used in their everyday lives; - Explain how vaccinations help the body fight certain diseases. - Understand how immunisation can help protect ourselves and others.	- Partner/group talk - Scenarios - Idea prompts	Continuous throughout. Discussions. Relating objectives to real-life examples.	To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To learn that their actions affect themselves and others. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	Islamic Studies – coping with negative thoughts English – Speaking/ Listening
Previous learning: Y4 – consent and autonomy; sufficient sleep; change of habits and routines; media influence; factors influencing choice; choices have consequences.				**Next learning:** KS3 – positive relationships; relationship values; forming and maintain respectful relationships; consent; bullying, abuse and discrimination.			
6.2 Growing Up – Relationships **(Combined with Islamic Studies)**	6	– Explain how to preserve my modesty. - Describe the changes people's bodies go through during puberty and how we can look after our changing bodies. – Explain how to keep myself clean. – Describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. – Recognise that many things affect the way we feel about ourselves. Understand that there is no such thing as an ideal kind of body.	- Explain the importance of hayaa (modesty) in the life of a Muslim; - Describe the main changes that occur during puberty. - Explain how to look after their bodies during puberty; - Explain the steps to keep oneself clean according to the Quran and Sunnah; - Name some ways to cope with new or difficult emotions;	- Partner/group talk - Scenarios - Props	Continuous throughout. Discussions. Relating objectives to real-life examples.	To learn how their body will change as they approach and go through puberty. To understand that they have the right to protect their body from inappropriate and unwanted contact. To learn how to look after the changing body. To learn about the ways in which puberty can affect us emotionally. To recognise conflicting emotions and when they might need to listen to their emotions or overcome them.	Islamic Studies – growing up Science – puberty English – Speaking/ Listening

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		- Understand that I should never be embarrassed or afraid to talk about puberty questions or concerns that I might have.	- Describe some of the ways in which the media fuels the notion of a perfect body;			To understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. To understand the influences around us that affect body image and the way we see ourselves. To develop self-esteem and how to take care of yourself, emotionally, physically, and spiritually.	
Previous learning: Y4 - how attitude impacts new friendships; anonymous friendship; dares; positive resolution techniques; helping a victim of bullying				**Next learning:** KS3 – positive relationships; relationship values; forming and maintain respectful relationships; consent; bullying, abuse and discrimination.			
6.3 VIPs - Relationships	6	- Explain the importance of respecting my VIPs. - Identify different ways to calm down when I am feeling angry or upset. - Understand that people have different opinions that should be respected. - Explain when it is right to keep a secret, when it is not and who to talk to about this. - Recognise healthy and unhealthy relationships.	- Create a list to show different ways we can care for our VIPs; - Show a calming technique on a poster; - Discuss how a disagreement could either be avoided or handled; - Identify and discuss which secrets are OK to keep and which need to be shared; - Identify healthy and unhealthy relationships.	- Partner/group talk - Scenarios - Word mats - Learning journal template.	Continuous throughout. Discussions. Relating objectives to real-life examples. Learning journal	To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others. To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise and respond appropriately to a wider range of feelings in others. 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 others' points of view. To learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Islamic Studies – respect, dealing with anger/being upset English – Speaking/ Listening

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						To know 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 recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. To understand the concept 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 ways in which a relationship can be unhealthy and who to talk to if they need support.	
Previous learning: Y4 - responsibilities; risky/dangerous situations; pressure; who can help in an emergency; road safety; drugs, cigarettes, alcohol; online safety; cyberbullying.				**Next learning:** KS3 – healthy lifestyles; physical wellbeing; mental health; ourselves, growing and changing; keeping safe; drugs, alcohol and tobacco.			
6.4 Safety First – Health & Wellbeing	6	- Assess and manage risks in different situations. - Confidently identify and manage pressure to get involved in risky situations. - Act sensibly and responsibly in an emergency. - Understand what first aid is and why it is important. - Explain some situations where someone might need to do first aid. - Understand how to use mobile devices and the Internet safely and responsibly.	- Assess a situation for the level of risk; - Appreciate that doing something risky may lead to danger; - Identify people who can help us in an emergency; - Know basic first aid procedures; - Know how to use mobile devices and the Internet responsibly; - Understand why certain information should never be shared online; - Explain what the right to privacy means; - Explain what CEOP is and how to use it to report online abuse or concerns about the way someone has communicated with them online;	- Partner/group talk - Scenarios	Continuous throughout. Discussions. Relating objectives to real-life examples.	To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To differentiate between the terms, 'risk', 'danger' and 'hazard'. To recognise, predict and assess risks in different situations and decide 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 identify strategies for keeping physically and emotionally safe. To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise, predict and assess risks in different situations and decide 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 recognise and manage 'dares'. To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	Computing – E-Safety English – Speaking/ Listening

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						To learn about school health and safety rules, basic emergency aid procedures, where and how to get help. To know about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, the use of passcode, turning it off at night, etc.) To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward.	
Previous learning: range of jobs; attributes/skills/interests for desired job; reasons people work				**Next learning:** KS3 – work and career; employment rights and responsibilities; choices and pathways, work and career.			
6.5 Career Development – Living in the Wider World	2	– Explore different kinds of jobs. – Understand my own strengths and interests. – Engage with professionals from a variety of backgrounds to learn about the world of work.	- Understand that work is a fundamental part of our lives. - Link own strengths and interests to potential careers. - Describe a range of jobs carried out by people.	- Partner/group talk - Visits/visitors	Continuous throughout. Discussions.	Developing confidence and responsibility and making the most of their abilities. Learning about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To feel positive about themselves by having opportunities to show what they can do and how much responsibility they can take.	N/A

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						To prepare for change.	
Previous learning: Y4 - similarities/differences in people's lives; fairness; personal opinions; impact of personal actions; climate change; organisations that help people in need.				**Next learning:** KS3 – positive relationships; relationship values; forming and maintain respectful relationships; consent; bullying, abuse and discrimination.			
6.6 One World – Living in the Wider World	6	– Describe what global warming is and what we can do to help prevent it from getting worse. – Understand what biodiversity is and explain the importance of doing all we can to encourage it. – Make choices which make the world a better place and that help people across the world. - Community project: Help the homeless food packages, food bank, elderly care home, walk to school week, street trees - Fundraise: Third world country	- Describe what can be done to help prevent global warming from getting worse. - Explain how energy use can be changed to help the environment. - Understand the importance of biodiversity. - Describe the impact of their choices for people and places across the world.	- Partner/group talk - Scenarios - Word sheets/banks	Continuous throughout. Discussions. Relating objectives to real-life examples.	To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	SMSC/British Values Geography – global warming, energy, water Islamic Studies – not wasting water English – Speaking/ Listening
Previous learning: Y4 - universal human rights; Universal Declaration of Human Rights and the Declaration of the Rights of the Child; democracy; respecting the right of others; stereotypes				**Next learning:** learning skills, choices and pathways, work and career; employment rights and responsibilities; media literacy and digital resilience; KS3 – equality, stereotypes			
6.7 Respecting Rights – Living in the Wider World / Growing up Part 2	7	- Explain what the Universal Declaration of Human Rights is and understand that children have their own rights. – Understand that human rights apply to everyone, no matter where they are from or what their culture and family traditions are. – Identify why people's rights are sometimes not met in the UK and in places across the world. – Explain how I can respect other people's rights and I understand why this is important. – Explain the role and importance of human rights activists.	- Explain what the Universal Declaration of Human Rights is; - Describe why children have their own rights; - Identify that human rights take precedence over national law and cultural and family traditions and practices; - Give reasons as to why people's rights are not always met; - Identify how we can be rights-respecting citizens;	- Partner/group talk - Scenarios	Continuous throughout. Discussions.	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice. To understand that differences and similarities between people arise from a number of factors (see 'protected characteristics' in the Equality Act 2010).	SMSC/British Values - mutual respect, tolerance Islamic Studies – rights of people, equality English – Speaking/ Listening

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		– Understand and dispel gender stereotypes. – Understand the protected characteristics of the Equality Act 2010. - Understand personal boundaries with the opposite/same gender. - Understand that marriage is an important building block of community and society. Explain the act of sex; explain in simple terms what is meant by 'consent'. - Understand the reasons people may give for practising FGM and explain the counterarguments for why FGM is a dangerous and illegal practice; to know where to get help if you or somebody you know is at risk relating to FGM. - Understand what domestic violence is, recognise the signs of unhealthy relationships, and know how to seek help and support for themselves or others in unsafe situations.	- Share their thoughts on how human rights activists have changed the world. - Know how to challenge gender stereotypes; - Describe the categories of people that are protected and why all people should be treated equally: race, religion, gender, age, disability, marriage/civil partnership, gender reassignment, pregnant/maternity, sexual orientation. - Understand the role of marriage in community and society, and to explain the act of sex and the concept of consent in simple terms. - Explain why sexual content online is inappropriate, know what to do if they encounter it, and understand that sharing such material involving anyone under 18 is illegal. - Understand FGM, recognise the counterarguments regarding its dangers and illegality, and know where to seek help if at risk. - Understand domestic violence, identify signs of unhealthy relationships, and know how to seek help and support for oneself or others in unsafe situations.			To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. To understand that forcing anyone to marry is a crime and that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. To consider the lives of people living in other places, and people with different values and customs.	