

YEAR 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SEALS theme	<p>New Beginnings</p> <p>I know how to overcome feelings of uselessness and low self esteem and I can recognise that their actions can cause these feelings in others. I understand my own value in a wider context (<i>school, community</i>)</p>	<p>Getting On and Falling out / No to bullying</p> <p>I understand different relationships. I know about cyberbullying and its effects. I understand reasons people get bullied and why it is wrong (appearance, family situations, sexual orientation, etc.).</p>	<p>Going for Goals</p> <p>I accept responsibility for my own learning and I know how to overcome barriers that might stop me. I can set a success criterion, know if I have been successful and know what I need to learn next.</p>	<p>Good to be Me</p> <p>I know the difference between showing pride and boasting and I can make a judgement about taking a risk. I know that I am in charge of my own body and I know what to do if someone I trust is making me feel uncomfortable (<i>FGM</i>)</p>	<p>Relationships</p> <p>I can recognise that families are different and can challenge stereotypes about families. I know how to make people feel good about themselves and I can challenge stereotyping.</p>	<p>Changes</p> <p>I know how change can make us feel uncomfortable and worried and how to react if the change scares me. I know that change can worry us but can also lead to positive outcomes. I know that responses to change can be similar to feelings of loss.</p>
Sex & Relationships	<p>Thinking About Puberty</p> <p>I can explore the emotional and physical changes that occur during puberty. Learning Outcomes Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.</p>	<p>Becoming Men and Women</p> <p>I can consider gender stereotyping and sexuality. Learning Outcomes Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture. Recognise and challenge gender stereotypes. Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour.</p>	<p>Puberty and Hygiene</p> <p>I can explore the impact of puberty on the body and the importance of physical hygiene. I can explore ways to get support during puberty. Learning Outcomes Explain how to stay clean during puberty. Describe how emotions change during puberty. Demonstrate how to seek help and support during puberty.</p>	<p>Menstruation and Wet Dreams (Boys and girls split for the lesson)</p> <p>I understand that menstruation and wet dreams are a normal part of growing up. Learning Outcomes Explain and ask questions about menstruation and wet dreams. Describe how to manage periods and wet dreams</p>	<p>Menstruation and objectification Girls</p> <p>I can explore menstruation issues in detail with girl only groups. Learning Outcomes Understand why girls and women have periods. Know and discuss how to manage periods. Objectification for boys I can identify how individuals can be objectified and think about the consequences.</p>	<p>Building Good relationships</p> <p>I can appreciate the importance of friendship in romantic relationships Learning Outcomes Explain the similarities and differences between friendships and intimate relationships. Can describe different types of intimate relationships including marriage.</p>
Drugs & Alcohol	<p>I know where medicinal drugs are made, tested, sold and used. I know about common drugs such as aspirin, paracetamol, tea, coffee, tobacco, and alcohol.</p>	<p>I know how the body deals with dangerous things that enter it.</p>	<p>I know to be wary of those who use drugs carelessly. I know some strategies for staying safe or escaping from difficult situations.</p>	<p>I can feel confident and valued and I can start to think about how to talk about my feelings with an extended vocabulary. I know my 'safe' and 'not safe' feelings.</p>	<p>I can identify adults I know and trust and I know how to ask them for help. I can practise dealing with a variety of situations that make me feel anxious or uncertain.</p>	<p>I can recognise how it feels when I am part of a group that decides to do something I/we are uncertain or anxious about and I feel confident that I can manage this. I can say 'no', 'help', 'I'll ask' and 'I'll tell'</p>