



AJS Learning for Life Learning Journeys

Years 3 to 6

Ashley Junior School

Learning for Life at Ashley Junior School

The PSHE Education Programme of Study (key stages 1–5) is the only national programme of study for the subject and is regularly signposted to by the Department for Education for schools to use.

Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World) our Programme of Study provides schools with a framework for creating a programme which matches their pupils' needs. It covers the breadth of PSHE from statutory RSE content (including Relationships Education, RSE and Health Education) to economic wellbeing and careers, setting out suggested content for each key stage.

The Department for Education's [statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\), and Health Education](#), sets out what schools must cover in primary and secondary phase from September 2020, though not all that they should cover as part of broader PSHE education, and does not specify content for each key stage.

This Programme of Study therefore provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.

The statutory content for Relationships Education, Relationships and Sex Education (RSE), and Health Education is covered by the Programme of Study's learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in the statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby benchmarks for careers education, as part of the DfE Careers Strategy.

The final section of the Programme of Study maps the DfE statutory RSHE guidance to the Programme of Study, clearly identifying learning opportunities that address each bullet point from the statutory guidance

Year 3 – what to teach

How can we be a good friend?

Relationships

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships.
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.
- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.

What are families like?

Relationships

- How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended-families, foster and adoptive parents)
- How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- How people within families should care for each other and the different ways they demonstrate this
- How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Why should we eat well and look after our teeth?

Health and wellbeing

- How to eat a healthy diet and the benefits of nutritionally rich foods
- How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- How people make choices about what to eat and drink, including who or what influences these.
- How, when and where to ask for advice and help about healthy eating and dental care.

What keeps us safe?

Health and wellbeing

- How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.
- How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.
- That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.
- How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns.
- What to do in an emergency, including calling for help and speaking to the emergency services.

What makes a community?

Living in the wider world

- How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.
- What is meant by a diverse community; how different groups make up the wider/local community around the school.
- How the community helps everyone to feel included and values the different contributions that people make.
- How to be respectful towards people who may live differently to them.

Why should we keep active and sleep well?

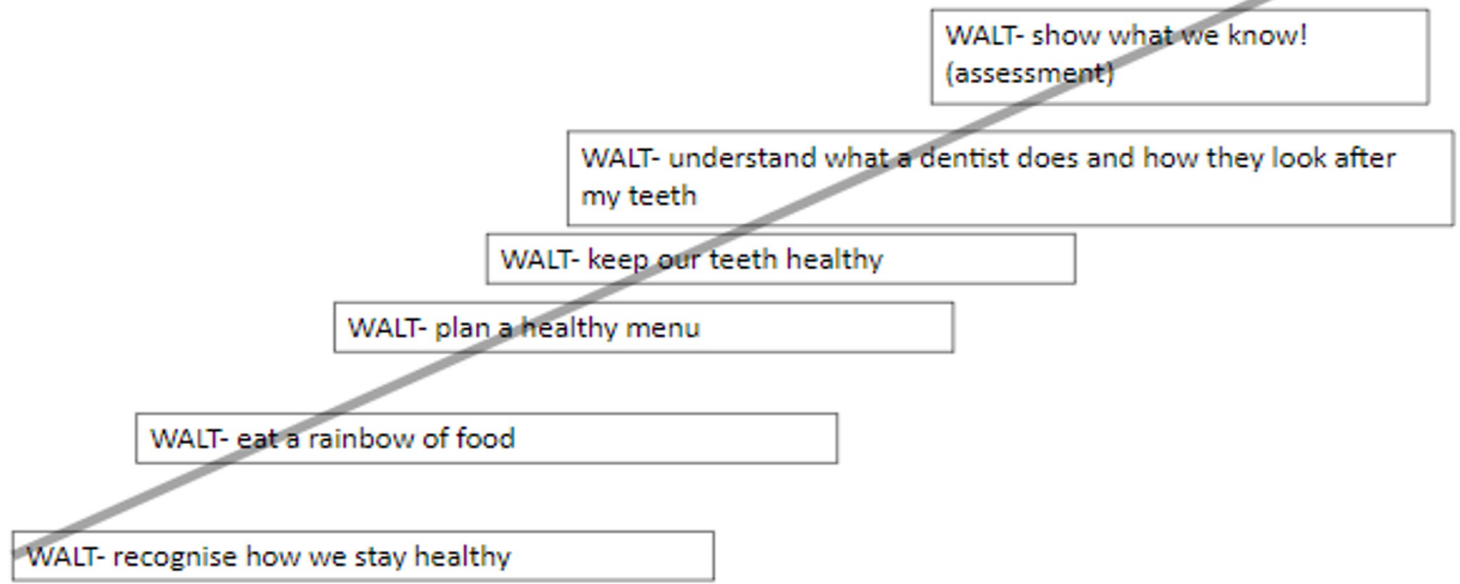
Health and wellbeing

- How regular physical activity benefits bodies and feelings
- How to be active on a daily and weekly basis - how to balance time online with other activities
- How to make choices about physical activity, including what and who influences decisions
- How the lack of physical activity can affect health and wellbeing
- How lack of sleep can affect the body and mood and simple routines that support good quality sleep
- How to seek support in relation to physical activity,

Retrieval
 Things I already know about looking after my teeth and eating well.



Year 3 – Autumn 1- Why should we eat well and look after our teeth?



The Health and Well being Learning Journey at AIS										
Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?

What foods should I eat lots of in a healthy diet?

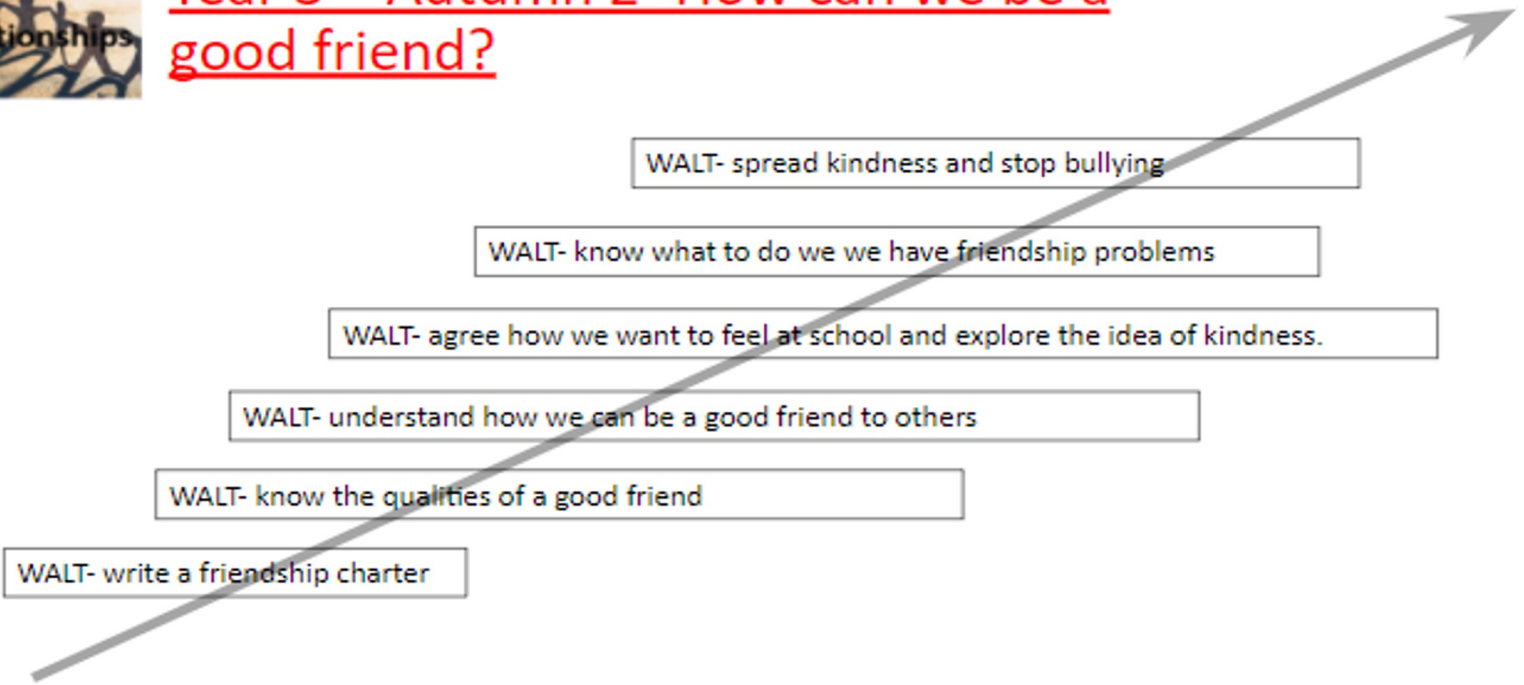
Which foods should I only eat small amounts of and why?

What things should I do to keep my teeth healthy?

Retrieval
Things I already know about being a good friend



Year 3 – Autumn 2- How can we be a good friend?



The Relationships Learning Journey at AIS

Y3 How can we be a good friend?	Y3 What are families like?	Y4 How do we treat each other with respect?	Y5 How can friends communicate safely?	Y6 What will change as we become more independent?	Y6 How do friendships change as we grow?
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What does a good friend do?

How can I help someone in my class who is feeling lonely?

What can I do if I am struggling with my friendships at school?

Retrieval
What do I already know about families?



Year 3 – Spring 1 What are families like?

WALT- explain to others how our family is made up.

WALT- understand that there are many different types of relationships and families.

WALT- Explore family life, celebrations, special days and holidays

WALT- know how people in families should care for each other and how they show this.

WALT- know who to ask for help if there is a problem at home.

The Relationships Learning Journey at AJS

Y3 How can we be a good friend?

Y3 What are families like?

Y4 How do we treat each other with respect?

Y5 How can friends communicate safely?

Y6 What will change as we become more independent?

Y6 How do friendships change as we grow?

What different types of families do you know about?

How do people in our families show that they care for us?

Who can I talk to if I feel unhappy, worried or unsafe?

Retrieval
 Things I already know about what keeps us safe?



Year 3 – What keeps us safe?

WALT- know what to do in an accident or emergency

WALT- use medicines and household products safely

WALT- keep our bodies protected and safe

WALT- know that my body belongs to me.

WALT- choose not to do something that makes us uncomfortable

WALT- identify risky situations and act responsibly.

The Health and Well being Learning Journey at AJS										
Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?

What things can you do to keep yourself safe?

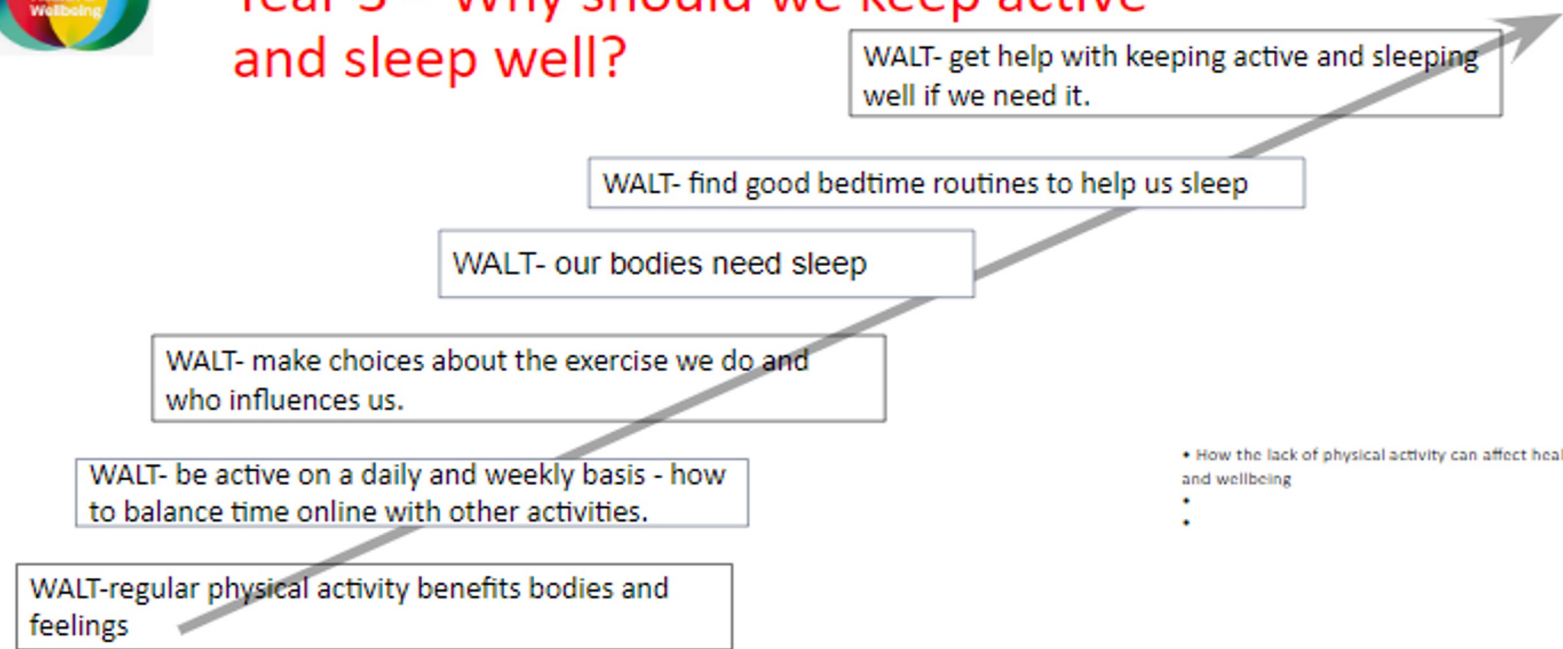
What should I do in a an emergency situation?

Who can I tell if someone is trying to make me do something that makes me feel unsafe or uncomfortable?

Retrieval
 What do I already know about why both resting and keeping active are important?



Year 3 – Why should we keep active and sleep well?



- How the lack of physical activity can affect health and wellbeing
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The Health and Well being Learning Journey at AJS										
Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?

How much exercise should we do a day?
 What could we do?

How much sleep do we need and what might help us sleep?

What might happen if we don't get enough sleep or exercise?

Retrieval
What do you already know about communities?



Year 3 –What makes a community?

WALT- show our understanding of what a community is.
(assessment)

WALT- show respect for people who live differently to us
(possible community link)

WALT- know what a diverse community is.

WALT- explain how a community makes everyone feel
included and valued.

WALT- identify the different communities in our school and town

WALT- to know the different communities we belong to.

The Living in the wider world Learning Journey at AJS.

Y3 What makes a community?

Y4 How can our choices make a
difference to others and the
environment?

Y5 What decisions can people make
with money?

Y5 What jobs would we like?

Y6 How can the media influence people?

What is a community?

What different communities do you belong to or know about?

In what ways are people the same and different from you?

Year 4 – what to teach

What strengths, skills and interests do we have?

Health and wellbeing

- How to recognise personal qualities and individuality
- To develop self-worth by identifying positive things about themselves and their achievements
- How their personal attributes, strengths, skills and interests contribute to their self-esteem
- How to set goals for themselves
- How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.

How do we treat each other with respect?

Relationships

- How people's behaviour affects themselves and others, including online
- How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- About the relationship between rights and responsibilities
- About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*
- The rights that children have and why it is important to protect these*
- That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

How can we manage our feelings?

Health and wellbeing

- Feelings and emotions; expression of feelings; behaviour
- How everyday things can affect feelings
 - How feelings change over time and can be experienced at different levels of intensity
 - the importance of expressing feelings and how they can be expressed in different ways
 - How to respond proportionately to, and manage, feelings in different circumstances
 - Ways of managing feelings at times of loss, grief and change
 - How to access advice and support to help manage their own or others' feelings.

How will we grow and change?

Health and wellbeing

- About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
- How puberty can affect emotions and feelings
- How personal hygiene routines change during puberty
- How to ask for advice and support about growing and changing and puberty

How can our choices make a difference to others and the environment?

Living in the wider world

- How people have a shared responsibility to help protect the world around them
- How everyday choices can affect the environment
- How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- How to show care and concern for others (people and animals)
- How to carry out personal responsibilities in a caring and compassionate way.

How can we manage risk in different places?

Health and wellbeing

- How to recognise, predict, assess and manage risk in different situations
- How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- How people's online actions can impact on other people
- How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- How to report concerns, including about inappropriate online content and contact
- That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.

Retrieval

In our Y3 Health and well being journey we learned about keeping ourselves safe and healthy physically. What things did we say would help us to do this?



Year 4 – Autumn 1-What strengths, skills and interests do we have?

WALT- demonstrate what we have learnt. (assessment)

WALT- discuss the jobs we would like to do and the skills we will need to do them.

WALT- recognise the skills and attributes needed to do certain jobs.

WALT- explain how a positive learning attitude can help us to learn new things.

WALT- identify personal goals and the steps needed to achieve them.

WALT- identify achievements and and know how my actions help me achieve.

The Health and Well being Learning Journey at AIS										
Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?

What is a personal goal?
What is one of your personal goals?

What do we mean by a positive learning attitude?

What job would you like to do and what skills will you need?

Retrieval

In our Y3 relationships journey we learned about our relationships with our friends and in our families. What can you remember about different families and how to be a good friend?



Year 4 – Autumn 2 - How do we treat others with respect?

WALT- respond to aggressive or inappropriate behaviour

WALT- no-one should be discriminated against and what to do if you witness discrimination.

WALT- know what rights children have and how to respect them

WALT- understand what rights and responsibilities are.

WALT- understand privacy and when you should or shouldn't keep secrets.

WALT- know how we should treat others in person and online.

The Relationships Learning Journey at AJS

Y3 How can we be a good friend?

Y3 What are families like?

Y4 How do we treat each other with respect?

Y5 How can friends communicate safely?

Y6 What will change as we become more independent?

Y6 How do friendships change as we grow?

What rules would you make for someone using social media?

What do we mean by the word 'Rights'?

What do we mean by the word 'discrimination'?

What should you do if someone is being unkind to you online?

Retrieval

Last term we thought about our strengths and goals. What can you remember about personal goals and having a positive attitude?



Year 4 – Spring 1-How can we manage our feelings?

WALT- know where to get help and support with difficult feelings.

WALT- recognise and cope with uncomfortable feelings

WALT- identify the different feelings that we have and describe how emotions feel.

WALT- say the things about ourselves that we are proud of.

WALT- show what we already know (pre- assessment)

The Health and Well being Learning Journey at AJS										
Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?

What is 'pride'?

Can you name some uncomfortable feelings?

What can we do if we are struggling with uncomfortable feelings?

Retrieval

In year 3 in our unit on keeping safe we talked about the fact that our bodies belong to us and how to keep them protected and safe. What can you remember?



Year 4 – Spring 2- How will we grow and change?

WALT- demonstrate how we can take care of ourselves during puberty
(Assess hygiene and sources of support)

WALT- recognise and understand the emotions we may feel growing up.

WALT- describe how girls' bodies will change as they go through puberty.

WALT- describe how boys' bodies will change as they go through puberty.

WALT- explain how much we have changed since we were born.

The Health and Well being Learning Journey at AIS										
Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?

What is puberty and when does it start?

What are some changes that happen to girl's bodies?

What are some changes that happen to boy's bodies?

Retrieval

In year 3 we looked at community. Can you remember what a community is? What communities do you belong to?



Year 4 – Summer 1 - How can our choices make a difference to others and the environment?

WALT- what we choose to spend our money on can affect others and the environment.

WALT- recognise how human activity is a major factor in deforestation

WALT-know what biodiversity is.

WALT- know what climate change is and its causes and effects

WALT- understand the phrase reuse, reduce and recycle and why it is important.

WALT- understand the importance of water and its many uses.

The Living in the wider world Learning Journey at AJS.

Y3 What makes a community?

Y4 How can our choices make a difference to others and the environment?

Y5 What decisions can people make with money?

Y5 What jobs would we like?

Y6 How can the media influence people?

What do we mean by reduce, reuse and recycle?

What is causing climate change?

What can we do to help stop deforestation?

Retrieval

In year 3 we looked at some risks and how we could keep our bodies safe. In our relationships unit about respect we though a little bit about keeping safe online. What can you remember?



Year 4 – Summer 2 - How can we manage risk in different places?

WALT- know who make our rules and that rules exist to keep us safe.

WALT- identify things we shouldn't share online and and explain why.

WALT- be kind online and make the internet a safer place

WALT- understand that we can choose not to do something that makes us uncomfortable.

WALT- keep safe in the local and wider environment.
(water, road and sun)

WALT- identify risky situations and act responsibly

The Health and Well being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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How can you keep safe in the sun?

What rules can you follow to keep safe on the road?

What information shouldn't you share online? Why?

Year 5 – what to teach

What makes up our identity?

Health and wellbeing

- How to recognise and respect similarities and differences between people and what they have in common with others
- That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- How to challenge stereotypes and assumptions about others.

How can we help in an accident or emergency?

Health and wellbeing

- How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- That if someone has experienced a head injury, they should not be moved
- When it is appropriate to use first aid and the importance of seeking adult help
- The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.

How can drugs common to everyday life affect health?

Health and wellbeing

- How drugs common to everyday life (including smoking/vaping-nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
- That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- How laws surrounding the use of drugs exist to protect them and others
- Why people choose to use or not use different drugs
- How people can prevent or reduce the risks associated with them
- That for some people, drug use can become a habit which is difficult to break
- How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- How to ask for help from a trusted adult if they have any worries or concerns about drugs.

What decisions can people make with money?

Living in the wider world

- How people make decisions about spending and saving money and what influences them
- How to keep track of money so people know how much they have to spend or save
- How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- How to recognise what makes something 'value for money' and what this means to them
- That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

How can friends communicate safely?

Relationships

- About the different types of relationships people have in their lives
- How friends and family communicate together; how the internet and social media can be used positively
- How knowing someone online differs from knowing someone face-to-face
- How to recognise risk in relation to friendships and keeping safe
- About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- How to respond if a friendship is making them feel worried, unsafe or uncomfortable
- How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.

What jobs would we like?

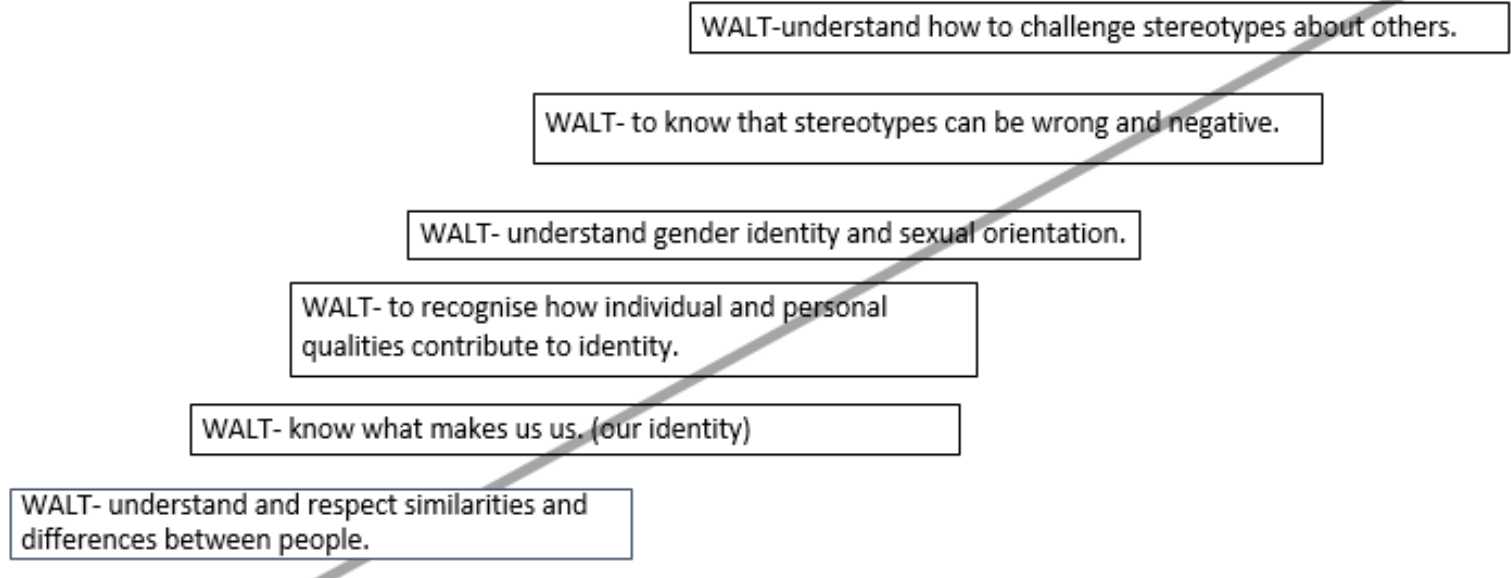
Living in the wider world

- That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- That some jobs are paid more than others and some may be voluntary (unpaid)
- About the skills, attributes, qualifications and training needed for different jobs
- That there are different ways into jobs and careers, including college, apprenticeships and university
- How people choose a career/job and what influences their decision, including skills, interests and pay
- How to question and challenge stereotypes about the types of jobs people can do
- How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

Retrieval -In our relationships journey in year 4, we thought about discrimination and respecting others can you remember what that means?
 In other journeys we have talked about the communities we belong to (Y3) and the strengths and skills we have (Y4 A1) Does this help you with your identity?



Year 5 – Autumn 1 What makes up our identity?



The Health and Well-being Learning Journey at AJS										
Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?

What different factors might contribute to a person's identity –try to use specific vocabulary.

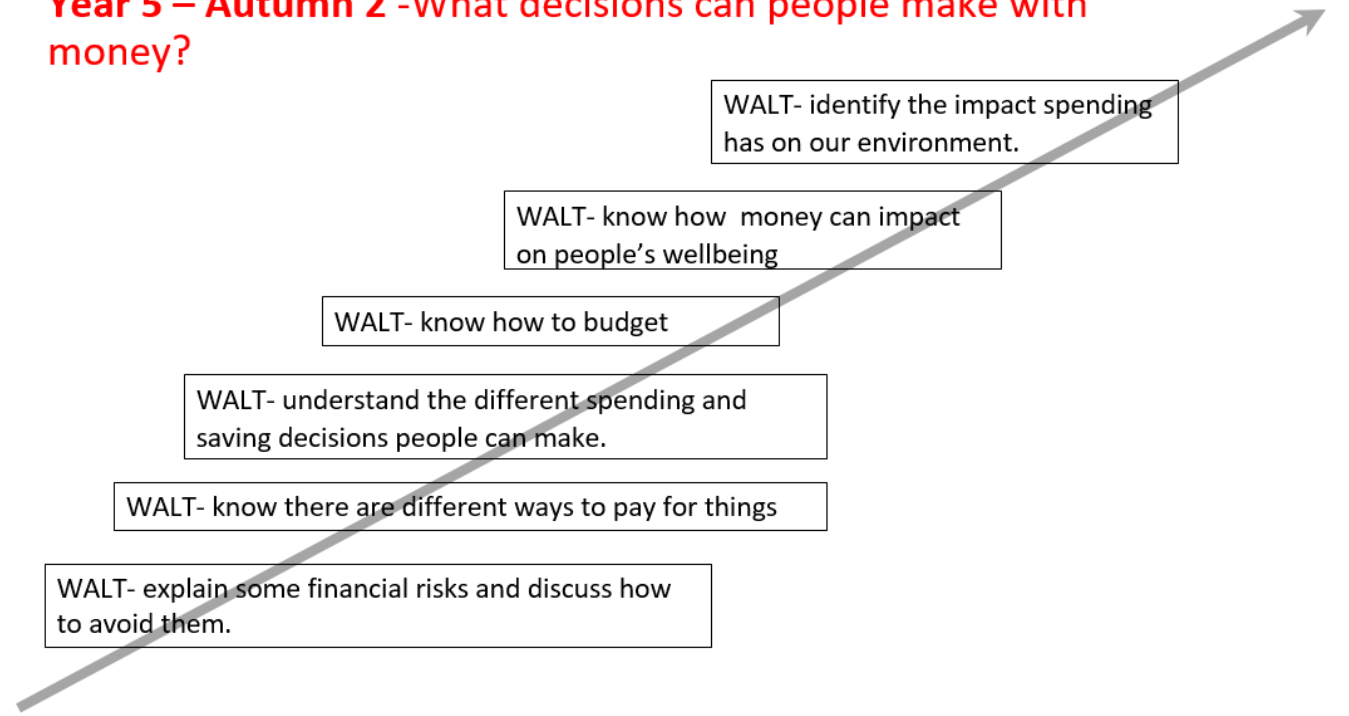
What is a stereotype?

Why can stereotypes be a problem?

Retrieval - What do you know already about the way people spend money? Think about debt, credit, budgets and saving. What do these words mean?



Year 5 – Autumn 2 -What decisions can people make with money?



Y3 What makes a community?	Y4 How can our choices make a difference to others and the environment?	Y5 What decisions can people make with money?	Y5 What jobs would we like?	Y6 How can the media influence people?
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What different ways do you know to pay for things?

What is debt and why can it be a problem?

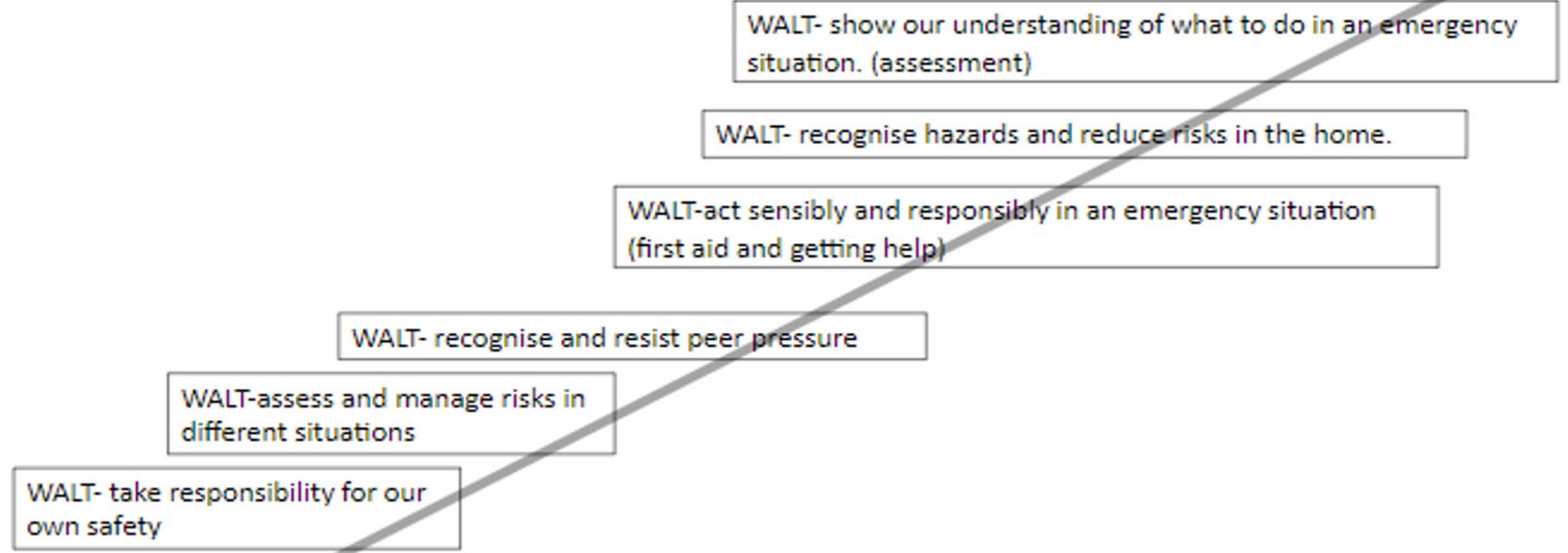
What is a budget? Why is it good to budget?

Retrieval

In year 3 we looked at some risks and how we could keep our bodies safe. In year 4 we also thought about risks and how we could keep safe in different environments- what do you remember?



Year 5 – Spring 1 How can we help in an accident or emergency?



The Health and Well being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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Practical assessment – I have demonstrated that I can bandage a wound and make a sling.

What should you do if someone has a burn or scald?

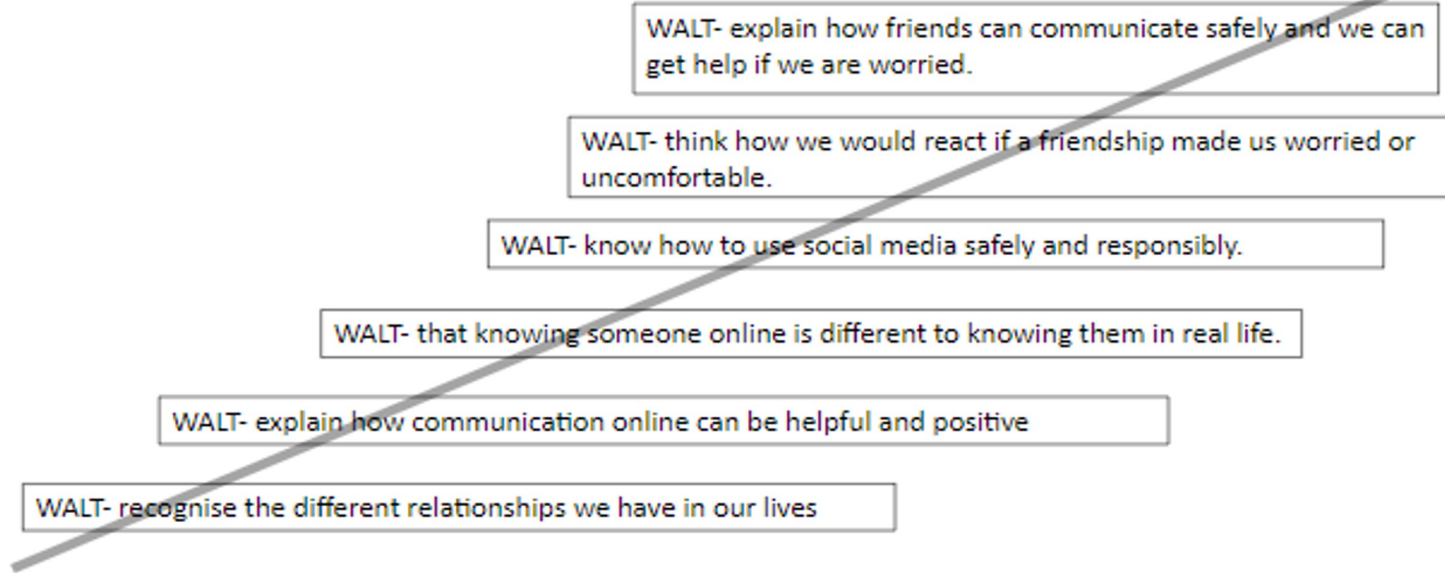
How do you contact the emergency services and what information should you give?

Retrieval

In year 3 we thought about what makes a good friend and in year 4 we thought about how we should treat other people with respect. In other journeys such as managing risk in Y4 we thought about managing risks online. What do you know about communicating safely with friends?



Year 5 – Spring 2 - How can friends communicate safely?



The Relationships Learning Journey at AJS

Y3 How can we be a good friend?

Y3 What are families like?

Y4 How do we treat each other with respect?

Y5 How can friends communicate safely?

Y6 What will change as we become more independent?

Y6 How do friendships change as we grow?

How is social media helpful and positive?

What can I do to make sure I use the internet and social media safely?

What should I do if a friendship is making me feel worried, unsafe or uncomfortable?

Retrieval-

In year 3 we thought about keeping safe, and how to use medicines and household products safely. In year 4 we thought about risks and how we can choose not to do things that make us uncomfortable.

What can you remember about medicines?



Year 5 – Summer 1 -How can drugs common to everyday life affect health?

WALT- know how to ask for help if they have any worries about drugs.

WALT- find out about the different organisations that exist to support people with drug use.

WALT- understand that drugs can become a habit which is difficult to break.

WALT- know the risks associated with different drugs and why people use them.

WALT- know that some drugs are legal and others are illegal.

WALT- investigate the effects of common drugs on health and well-being.

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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Choose a common drug (smoking/vaping, alcohol or caffeine) and explain how it effects peoples health.

What does it mean to become addicted to drug? Why is this a bad thing- what problems can it cause?

What can you do if you are worried about drugs for yourself or someone you know?

Retrieval

In year 4 we thought about the skills and strengths we have and about having a positive mental attitude. What can you remember about what you learnt?

How might it help you think about what job you might like to do?



Year 5 – Summer 2 -What jobs would we like?

WALT- explain our goals for the future and the steps we need to achieve them

WALT- know some of the different skills and qualifications for different jobs.

WALT- know that anyone can do any job whatever their gender, race or class.

WALT- know there are lots of different jobs we can do.

WALT- explain that a positive attitude to learning helps us succeed.

WALT- understand how people learn and achieve their goals.

The Living in the wider world Learning Journey at AJS.

Y3 What makes a community?

Y4 How can our choices make a difference to others and the environment?

Y5 What decisions can people make with money?

Y5 What jobs would we like?

Y6 How can the media influence people?

Name a job you might like to do?
What skills, qualifications and training do you think might be needed to do that role?

Are there certain jobs that only certain people can do?
Why/ why not?
Can you give an example?

What are some different ways that people can become qualified to do different jobs?

Year 6

How can we keep healthy as we grow?

Health and wellbeing

- How mental and physical health are linked.
 - How positive friendships and being involved in activities such as clubs and community groups support wellbeing.
 - How to make choices that support a healthy, balanced lifestyle including:
 - » how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities, how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices
 - That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.
 - How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them.
 - How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.
 - That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.
 - That anyone can experience mental ill-health and to discuss concerns with a trusted adult.
 - That mental health difficulties can usually be resolved or managed with the right strategies and support.
- That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹.

How can the media influence people?

Living the wider world

- How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.
- That not everything should be shared online or social media and that there are rules about this, including the distribution of images.
- That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.
- How text and images can be manipulated or invented; strategies to recognise this.
- To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.
- To recognise unsafe or suspicious content online and what to do about it.
- How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.
- How to make decisions about the content they view online or in the media and know if it is appropriate for their age range.
- How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.
- To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.
- To discuss and debate what influences people's decisions, taking into consideration different viewpoints.

What will change as we become more independent?

How do friendships change as we grow?

Relationships

- That people have different kinds of relationships in their lives, including romantic or intimate relationships.
- That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.
- That adults can choose to be part of a committed relationship or not, including marriage or civil partnership.
- That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.
- How puberty relates to growing from childhood to adulthood.
- About the reproductive organs and process - how babies are conceived and born and how they need to be cared for.
- That there are ways to prevent a baby being made.
- How growing up and becoming more independent comes with increased opportunities and responsibilities.
- How friendships may change as they grow and how to manage this.
- How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.

Retrieval

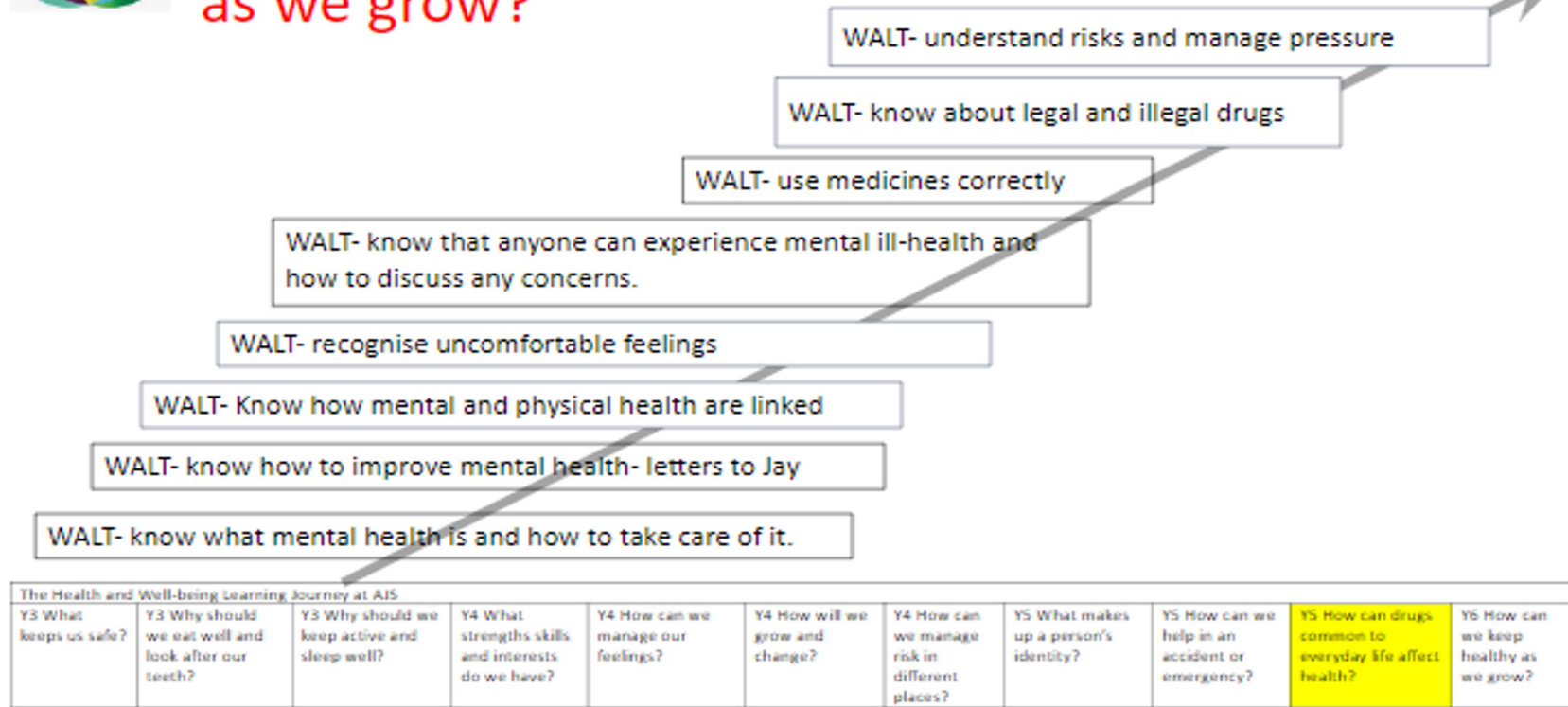
This unit builds on work about having a positive attitude in Y4 and also on the work we did in year 5 about how drugs affect our health.

What do you know about the importance of having a positive attitude?

What affects can drugs have on the body and mind?



Year 6 – Autumn Term -How can we keep healthy as we grow?



What ways do you know to improve mental health?

What laws do you know about drugs?

What could you do if someone was trying to get you to do or try something that you didn't want to?

Retrieval

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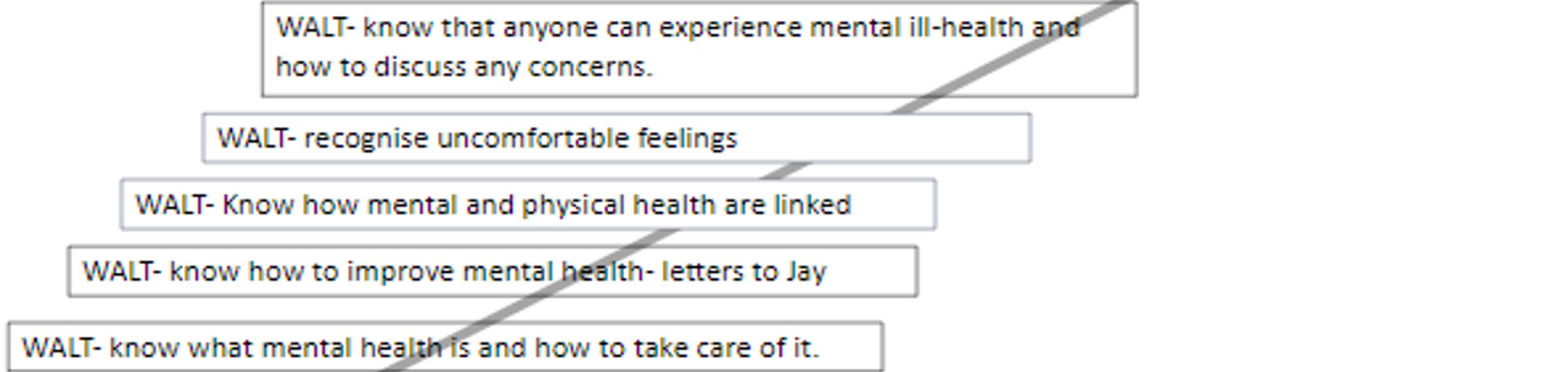
What affects can drugs have on the body and mind?

What ways do you know to improve mental health?



Year 6 – Autumn Term -How can we keep healthy as we grow?

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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What laws do you know about drugs?

What could you do if someone was trying to get you to do or try something that you didn't want to?

Retrieval

In year 5 we learned about puberty and the changes in our emotions that we might experience at this time – What changes do you remember?



Year 6 – Summer Term

What will change as we become more independent?

How do friendships change as we grow?

WALT- know how to ask for help about growing up and changing.

WALT- deal with worries about secondary school

WALT- understand how babies are born

WALT- know how babies are conceived.

WALT- people have different kinds of relationships that can include marriage.

WALT- understand the changes that happen to our bodies during puberty.

The Relationships Learning Journey at AJS

Y3 How can we be a good friend?

Y3 What are families like?

Y4 How do we treat each other with respect?

Y5 How can friends communicate safely?

Y6 What will change as we become more independent?

Y6 How do friendships change as we grow?

What changes do you know that take place during puberty?

How are babies conceived?

Who can I ask for help if I'm worried about physical changes or my change of school?