



Featherstone Primary School: Progression within Healthy Mind, Healthy Body for Year Five



Intent: The Department of Health and Social Care say that, "There is no health without mental health." This is the intent of Featherstone Primary School's Healthy Mind, Healthy Body (HMHB) curriculum, where we firmly place mental health and emotional wellbeing within all of our strands of the learning: our Eleven Core Values; The Fundamental British Values; Equality and Diversity; Religious Education; Relationships and Sex Education and finally, Health education. Our intent is to educate children so that they can conduct themselves respectfully in all aspects of the school, lead a healthy, well-rounded life, safeguard themselves against any bad influences around them and ultimately prepare for, and be successful in, the next step of their education and life in a diverse, Modern Britain.

Character Education: Featherstone's Eleven Core Values

Respect	Diversity	Friendliness	Honesty	Self-discipline	Trust	Co-operation	Patience	Self-belief	Courtesy	Aspiration
Children understand respect as, "A feeling of deep admiration for someone or something." Children in Year Five have a deep understanding of how to respect others in school and in society based on the definition. Year Five children are respectful of differences in religion, race or gender and celebrate these. They understand the consequences of disrespectful words and actions which includes bullying. They are beginning to challenge disrespect in and around school by modelling respect for younger children. Year Five children begin to understand that respect should be given in the online world and that our "digital footprint" is important and should be respectful.	In Progress with Values Ambassadors	Children nearly always make friendly choices, mostly independently, so that they are good role models to others. Children are able to maturely and sensibly learn from any values-based mistakes that they make, so that the same mistake is not repeated.	Children are always honest about things that matter and tell the truth about these important matters first time. Children can describe a variety of ways to manage their pressures (i.e. peer pressure) in order to be honest.	Children are disciplined in their behaviour and make their own well-informed choices. They don't listen to people who might want to make negative choices because Year Five children have good self-discipline. Children in Year Five know that there are some bad influences and through self-discipline, can talk about and control them, alone or with others, building on their understanding of 'peer-discipline.'	The 'circle of trust' is something that Year Five children use to help them know who to trust, i.e. further out of the circle cannot be trusted as much as in the circle. Children can discuss how some online relationships cannot always be trusted, and why this is.	In Year Five, children build on their communication skills so that they can always work co-operatively with others. Children politely challenge disrespectful discussion or opinions they don't agree with (they challenge the opinion and <i>not</i> the person). Year Five children can lead others without being bossy.	Children in Year Five appreciate the Value of patience and understand that 'all good things come to those who wait.' They are able to show patience over longer periods of time, i.e. when completing a large project or test, they do not get frustrated or annoyed. If a child does show negative emotions, they are able to recover quickly with patience and other Values to be positive again.	In Progress with Values Ambassadors	In Progress with Values Ambassadors	In Progress with Values Ambassadors

The Fundamental British Values

Democracy	The rule of law	Individual liberty	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
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Equality and Diversity

To recognise when someone needs help	To accept people who are different from me	To learn from our past	To justify my actions	To appreciate artistic freedom
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Religious Education		
Content Knowledge: Learning about the faiths	Buddhism (Educational Visit): Anatta; Anicca; Dukkha; Beliefs about life, death, the afterlife and rebirth; The lotus flower symbol of enlightenment	
	Judaism: God is one; The Torah (inc. the five books of Moses, The Creation and The Exodus); Giving of the Ten Commandments	
Skills: Learning from the faiths	Reflection	Reflect on matters of concern and discuss their source and nature Develop a sense of what it is that is worth living by and for
	Enquiry	Make informed responses to questions of meaning and purpose in light of their learning Make informed responses to questions of religious values and commitments shown in light of their learning Make informed responses to questions of identity and meaning in light of their learning
	Expression	Recognise and explain diversity within religious expression, including their own experiences; fully describe what influences their lives and why Begin to synthesise and explain what they feel about the religious material studied
	Application	Explain how some forms of religious expression are used differently by individuals and communities Explain how selected features of religious life and practice make a difference to the lives of individuals and communities
	Empathy	Empathise with feelings of concern and sadness
		Religious Dispositions
		<ul style="list-style-type: none"> Caring for others animals and the environment Being loyal and steadfast Sharing and being generous Being open honest and truthful Being modest and listening to others Being temperate exercising self-discipline and serene contentment Participating and willing to lead Being silent and attentive to cultivating a sense for the sacred and transcendent Being imaginative and explorative Being thankful Being hopeful and visionary

Stolen Lives – Lime Project		
Understand the term ‘identity’ and who we are as individuals	Identify characteristics or traits that make us who we are	Understand the idea that who we are is a choice, not predetermined
Understand that ‘resilience’ comes from having a strong sense of who you are and being able to make your own choices	Understand the terms ‘group’, ‘belonging’ and ‘influence’	Understand that influence can be exerted upon us by groups or individuals
Distinguish between positive and negative influences and explain that both exist	Understand the concept of ‘basic needs’ that drive our choices at any given time	Understand some of the indicators of vulnerability
Begin to understand how needs, choices and vulnerability are linked	Understand that what we say and how we communicate could identify us to others	Begin to understand the processes sometimes used to groom young people
Begin to understand the processes sometimes used to groom young people	Improve understanding of principles such as British Values and Children’s Rights	Understand that despite previous experiences, we all have the power make different choices
Develop a basic understanding of ideologies used by extreme groups (e.g. Isis and the Far Right)	Understand how pupils can keep themselves safe against negative influences	Understand the importance of having trusted people to go to for help and support
Display empathy	Understand that, despite previous experiences, we all have the power make different choices	Develop pupils’ sense of identity
Provide an opportunity to reflect on the learning over the programme	Enable pupils to demonstrate their understanding around different influences and how they can develop strategies to deal with these in their own and others’ lives	

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	Relationship Education			Health Education		
	Healthy Relationships	Feelings and attitudes	People who help me	My body	Life cycles and Human Reproduction	Keeping safe and looking after myself
5	<p>Do you have to be married to have a baby?</p> <p>What can I do about family and friend break-ups?</p> <p>What is 'LGBTQ'?</p>	<p>Why are my feelings changing as I get older?</p> <p>How do I feel about growing up and changing?</p> <p>How can I cope with strong feelings?</p> <p>What kind of feelings come with puberty?</p>	<p>Where can I find information about my body and growing up? (Build on Year Four).</p>	<p>Why is my body changing?</p> <p>What is puberty? Does everyone go through it? At what age?</p> <p>What body changes do boys and girls go through at puberty?</p> <p>How will my body change as I get older?</p> <p>Why are some children growing quicker than others?</p> <p>How do girls and boys grow differently?</p> <p>If I am a late developer, will I catch up?</p> <p>How do hormones affect boys and girls differently?</p>	<p>Statutory:</p> <p>What is reproduction? (Science NC).</p> <p>What is the life cycle of a human? (Science NC).</p> <p>Where do babies come from? (Knowledge of male and female needed)</p> <p>Non-statutory Sex Education (parents have the right to withdraw their child from this content):</p> <p>Why does a baby need a male and female?</p> <p>What are eggs and sperm?</p>	<p>What are good hygiene habits as I grow up? (Build on Year Four).</p> <p>What are good and bad influences around me and how should I handle them? (Link to Stolen Lives).</p> <p>When is it good or bad to keep secrets? (Online context).</p> <p>What are good hygiene habits as I go through puberty? (Build on Year Four).</p>