

**ST.HUGH'S CATHOLIC PRIMARY – Life to the Full**  
**Year 5**

KEY KNOWLEDGE AND SKILLS	KEY VOCABULARY
<p><b><u>Module 1 Unit 2 ME, MY BODY, MY HEALTH</u></b></p>	
<p><b>Gifts and talents</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature</li> <li>• By living and working together ('teamwork') we create community.</li> <li>• There are many different types of family set up</li> <li>• Self-confidence arises from being loved by God (not status, etc.)</li> </ul>	<p>similarities differences gifts talents unique loved child of God accept self- confidence value show off jealousy compare community faults weaknesses</p>
<p><b>Girls and Boys Bodies</b></p> <ul style="list-style-type: none"> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that girls/boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately</li> <li>• The need for modesty and appropriate boundaries</li> </ul>	<p>body hair growth spurt puberty breasts buds nipples hips widen waist narrows perspiration oily skin genitals vagina uterus menstruation development self- conscious embarrassed changing natural respect boundaries private shoulders widen perspiration oily skin voice breaking genitals penis erections ejaculation semen urethra nocturnal emissions wet dreams hormones development self-conscious natural respect boundaries private</p>
<p><b>Spots and Sleep</b></p> <ul style="list-style-type: none"> <li>• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li> </ul>	<p>embarrassed self-conscious spots sleep exercise personal hygiene screen time gaming addictive protein shake balanced diet choice impact health sun exposure dental hygiene</p>

<b>Assessment</b>	<p><b>Gifts and talents</b></p> <ul style="list-style-type: none"> <li>• All children will understand that we are all unique, with different family set-ups, gifts and talents.</li> <li>• Most children will demonstrate some emotional intelligence when considering the ‘Paradise Street’ film and begin to infer and articulate the feelings of the characters involved.</li> <li>• Some children will demonstrate a personal understanding of how our value and self-confidence can arise from knowing that we are loved by God and called His children.</li> </ul> <p><b>Girls and Boy bodies</b></p> <ul style="list-style-type: none"> <li>• All children will know that the body changes which occur during puberty are necessary for a girl to become an adult woman and boy to become an adult man.</li> <li>• Most children will understand and be able to recall some of the changes which girls experience during puberty.</li> <li>• Some children will demonstrate prior knowledge about changes girls experience during puberty, and readily articulate respectful boundaries, e.g. privates are private.</li> </ul> <p><b>Spots and sleep</b></p> <ul style="list-style-type: none"> <li>• All children will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health.</li> <li>• Most children will be able to discern whether certain choices will have a good or bad impact on our health.</li> <li>• Some children will demonstrate empathy in relation to the characters in the film, and be able to articulate how choices regarding health also impact on our feeling and well-being.</li> </ul>	
	<p><b>Module 1 Unit 4 LIFE CYCLE</b></p> <p>Menstruation</p> <ul style="list-style-type: none"> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>• Some practical ways to manage the onset of menstruation</li> </ul>	<p>period menstruation sanitary towel  sanitary products period hygiene blood  premenstrual syndrome (PMS) cramps  moodiness bloating spots the menstrual  cycle ovaries egg womb lining tissue  implantation sperm vagina fertilisation  marriage calling</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• All children will understand that girls start having periods during puberty.</li> <li>• Most children will understand some facts about periods and the menstrual cycle, including period hygiene.</li> <li>• Some children will demonstrate understanding of the role of menstruation in the fertility cycle, and that fertility is involved in the start</li> </ul>	

	of life.	
<p><b>Module 2 Unit 1 RELIGIOUS UNDESTANDING</b></p> <p><b>God is calling you</b></p> <ul style="list-style-type: none"> <li>• That God calls us to love others</li> <li>• About ways in which we can participate in God's call for us to love others</li> </ul>	<p>Zacchaeus tax rich unpopular dis/honest dis/satisfied material needs outlook perspective called created love others prayer conversation 'thank you' 'help' 'sorry'</p>	
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• All children will learn that God calls us to love others.</li> <li>• Most children will appreciate that we all have something we can offer in terms of loving others.</li> <li>• Some children will demonstrate a deeper understanding and passion for participating in God's call for us to love others.</li> </ul>	
<p><b>Module 2 Unit 2 PERSONAL RELATIONSHIPS</b></p> <p><b>Under pressure</b></p> <ul style="list-style-type: none"> <li>• Pressure comes in different forms, and what some of those different forms are</li> <li>• There are strategies that they can adopt to resist pressure</li> </ul> <p><b>Do you want a piece of cake</b></p> <ul style="list-style-type: none"> <li>• Understand what consent and bodily autonomy means</li> <li>• Discuss and reflect on different scenarios where it is right to say 'no'</li> </ul> <p><b>Self Talk</b></p> <ul style="list-style-type: none"> <li>• Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions</li> <li>• Apply this approach to personal friendships and relationships</li> </ul>		<p>pressure un/spoken in/direct un/helpful choice good bad emotional well-being best interests time out critical perspective journal sense of humour</p> <p>pressure consent permission yes no powerful powerless bodily autonomy respect control freedom confidence decisions choice children of God gift precious dignity</p> <p>positive negative self-talk thoughts feelings actions behaviour pressure healthy relationships beneficial risks safe balance expectations realistic emotional well-being</p>

<p><b>Build Up Others</b></p> <ul style="list-style-type: none"> <li>• About prejudice, bullying and discrimination: what they mean and how to challenge them.</li> <li>• About protected characteristics from the Equality Act 2010 such as race, age and disability.</li> <li>• That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</li> </ul>	<p>fairness bullying prejudice discrimination harassment protected characteristics age disability race marriage civil partnership pregnancy maternity religion belief kindness dignity worthy honour respect welcome build others up</p>
<p><b>Assessment</b></p>	<p><b>Under pressure</b></p> <ul style="list-style-type: none"> <li>• All children will learn that pressure comes in different forms, and what some of those different forms are.</li> <li>• Most children will be able to describe some strategies they can adopt to resist pressure.</li> <li>• Some children will demonstrate a more nuanced and applied understanding of different pressure scenarios, including the feelings of the pressured child in the context of thoughts, feelings and actions.</li> </ul> <p><b>Do you want a piece of cake</b></p> <ul style="list-style-type: none"> <li>• All children will gain a basic understanding of consent and bodily autonomy.</li> <li>• Most children will be able to discern situations in which it would be appropriate and right to say ‘no’.</li> <li>• Some children will demonstrate a deeper understanding and will to uphold consent as related to respecting the dignity of our precious God-given bodies.</li> </ul> <p><b>Self Talk</b></p> <ul style="list-style-type: none"> <li>• All children will understand that how we think can affect our feelings and in turn our actions, and that we call this ‘self-talk’.</li> <li>• Most children will understand how positive self-talk can impact our feelings, actions and relationships for the better.</li> <li>• Some children will demonstrate a deeper understanding of both positive and negative self-talk, and how it helps us to balance our expectations so that we feel confident to try new things at the same time as assessing the consequences realistically.</li> </ul> <p><b>Build Up Others</b></p> <ul style="list-style-type: none"> <li>• All children will learn that bullying is always wrong.</li> <li>• Most children will understand what prejudice and discrimination are, and how they relate to the protected characteristics.</li> <li>• Some children will have a deeper empathy for victims of bullying and discrimination, and eagerly approach the challenge to build others up through their words and actions.</li> </ul>
<p><b>Module 2 Unit 3 LIFE ONLINE</b> <b>Sharing isn’t always caring</b></p> <ul style="list-style-type: none"> <li>• To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</li> </ul>	<p>personal safety digital world communication information entertainment email search engines</p>

<ul style="list-style-type: none"> <li>• How to use technology safely.</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> </ul> <p><b>Cyber bullying</b></p> <ul style="list-style-type: none"> <li>• What the term cyberbullying means and examples of it.</li> <li>• What cyberbullying can feel like for the victim.</li> <li>• How to get help if they experience cyberbullying.</li> </ul>	<p>websites social media online TV age restrictions sharing online username</p> <p>online messages chatting online accuracy distorted misinterpreted context cyberbullying bullying banter block delete save evidence report good online behaviour responsibility</p>
<p><b>Assessment</b></p>	<p><b>Sharing isn't always caring</b></p> <ul style="list-style-type: none"> <li>• All children will have a general understanding of different ways we use the internet, understand some ways they can stay safe and how to seek help from a trusted adult.</li> <li>• Most children will be able to make safe and sensible decisions about sharing online and understand that it is important to use the internet responsibly</li> <li>• Some children will be able to articulate how their growing independence can lead to situations where they will need to make their own responsible decisions about online safety.</li> </ul> <p><b>Cyber bullying</b></p> <ul style="list-style-type: none"> <li>• All children will know some safety rules about chatting online, what cyberbullying means and how to get help from a trusted adult.</li> <li>• Most children will understand that online messages can be misinterpreted, recognise the difference between bullying and banter and know the steps to take if they or someone they know experiences cyberbullying.</li> <li>• Some children will demonstrate a deeper understanding of the possible long-term effects of cyberbullying, their personal responsibility to behave considerately towards others and how to model good online behaviour.</li> </ul>

## **Module 2 Unit 4 KEEPING SAFE**

### **Types of abuse**

- To judge well what kind of physical contact is acceptable or unacceptable and how to respond
- That abuse violates the rights of children
- That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests

**FGM NOT TAUGHT - If the need for this arises it will be discussed with the staff, Headteacher and Governors and a decision will be made if this is to be taught and how.**

### **Impacted Lifestyle**

- About the effect that a range of substances including drugs, tobacco and alcohol can have on the body.
- How to make good choices about substances that would have an impact on their health.
- That our bodies are created by God, so we should take care of them and be careful about what we consume.

### **Making good choices**

- Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco
- Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies

people places rules un/safe  
respect bodily privacy bodily  
autonomy physical touch  
in/appropriate abuse neglect  
physical abuse emotional abuse  
sexual abuse secrets rights  
freedom protection law  
intervene discrimination  
violence health violation

drugs alcohol tobacco legal  
illegal recreational impact  
lifestyle lungs Oxygen heart  
blood smoke cigarettes  
chemicals Nicotine Carbon  
Monoxide tar organ damage  
pulse physical financial  
social impaired moderation  
responsibility independence  
honour respect

drugs alcohol tobacco  
pressure choice decision  
good bad conscience  
uncomfortable worried  
anxious upset distressed  
moderation self-  
confidence resilience well-  
being respect

First Aid casualty injury safe  
emergency services recovery  
position un/conscious DR  
ABC Danger Response  
Airway Breathing  
Circulation Defibrillator life-  
threatening environment  
hazards risk innate desire

## **Giving assistance**

- The recovery position can be used when a person is unconscious but breathing
- DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance

## **Assessment**

### **Types of abuse**

- All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support.
- Most children will understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these. Session
- Some children will demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another's bodily privacy and autonomy.

### **Impacted Lifestyle**

- All children will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body.
- Most children will understand the impact that these substances can have on people's lifestyles, and how we can all make better choices to benefit our health and well-being.
- Some children will understand that our bodies are created by God, and we can honour Him by taking care of them and being careful about what we consume.

### **Making good choices**

- All children will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco.
- Most children will be able to come up with 'for' and 'against' arguments for giving into pressure, and practise making good choices.
- Some children demonstrate understanding that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies

### **Giving assistance**

- All children will understand that, amongst other things, the job of a First Aider is to keep themselves and the casualty safe.
- Most children will, with prompts, have a degree of confidence in performing the DR ABC primary survey, as well putting someone in the recovery position.
- Some children will confidently demonstrate the DR ABC primary survey and understand the importance of following this in order to prioritise potentially life-threatening conditions.

<p><b>Module 3 Unit 1 RELIGIOUS UNDESTANDING</b></p> <p><b>Holy Trinity</b></p> <ul style="list-style-type: none"> <li>• God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</li> <li>• The Holy Spirit works through us to share God’s love and goodness with others.</li> </ul> <p><b>Catholic Social Teaching</b></p> <ul style="list-style-type: none"> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know and share His love with others</li> </ul>		<p>Holy Trinity God the Father God the Son (Jesus) God the Holy Spirit love mystery of faith helper Good News the Creed the Church God’s family home school parish diocese</p> <p>Catholic Social Teaching love relationships created equality justice dignity family community participation rights responsibilities poor vulnerable workers solidarity care</p>
<p><b>Assessment</b></p>	<p><b>Holy Trinity</b></p> <ul style="list-style-type: none"> <li>• All children will understand that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</li> <li>• Most children will understand that the Holy Spirit works through us to share God’s love and goodness with others.</li> <li>• Some children will demonstrate a more nuanced and personal understanding of what it means for the Holy Spirit to live inside us and how this helps us to share God’s love in the world.</li> </ul> <p><b>Catholic Social Teaching</b></p> <ul style="list-style-type: none"> <li>• All children will learn what the seven principles of Catholic Social Teaching are.</li> <li>• Most children will know that God loves them and wants them to love others, and be able to come up with examples of how Catholic Social Teaching principles can be practised.</li> <li>• Some children will demonstrate a greater sense of conviction and motivation to incorporate Catholic Social Teaching principles in their daily lives and will be able to identify injustices in the world where change could be affected.</li> </ul>	
<p><b>Module 3 Unit 2 LIVING IN THE WIDER WORLD</b></p> <p><b>Reaching Out</b></p> <ul style="list-style-type: none"> <li>• Apply the principles of Catholic Social Teaching to current issues.</li> <li>• Find ways in which they can spread God’s love in their community.</li> </ul> <p><b>The world of work</b></p> <ul style="list-style-type: none"> <li>• Learn about the process of getting a job and consider factors that influence job choices.</li> <li>• Understand how stereotyping can affect work aspirations and learn to challenge such attitudes.</li> </ul>		<p>Catholic Social Teaching in/justice dignity family community participation rights responsibilities poor vulnerable workers solidarity care protect donate compassion</p> <p>job work employer salary employee happiness fulfilment</p>



<ul style="list-style-type: none"> <li>• Consider jobs in different sectors, learning pathways to work and their own job aspirations.</li> </ul>	vocation stereotypes opportunities aspirations barriers life skills learning pathways self-esteem self-belief unique vocation God's plan
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	<p style="text-align: center;"><b>Reaching Out</b></p> <ul style="list-style-type: none"> <li>• All children will have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues.</li> <li>• Most children will understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong.</li> <li>• Some children will show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice.</li> </ul> <p><b>The world of work</b></p> <ul style="list-style-type: none"> <li>• All children will be able to identify different types of work, understand some of the factors that influence job choices and recognise the harmful effects of stereotyping.</li> <li>• Most children will understand some of the benefits of working, understand the process of getting a job, consider some positive and negative influences on job choices and aspirations and will be able to reflect on types of work that fit with their own interests, skills and values.</li> <li>• Some children will demonstrate a deeper understanding of how their values, gifts and strengths, and understand that God calls us to our vocation.</li> </ul>
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