

YEAR FIVE

TERM ONE

LIFE√CREATION

LEARNING OBJECTIVES	LEARNING EXPERIENCES (knowledge, skills and understanding)	HERE I AM <i>Topics which offer opportunities to cover the learning experience</i>	OTHER CURRICULUM OPPORTUNITIES
<p align="center">SELF</p> <p><i>Children learn about themselves as growing, changing individuals with a focus on puberty. They learn about a healthy lifestyle.</i></p> <p>That every person is made in the image of God and is called to reflect God’s love. That human gifts and qualities are gifts from and signs of God’s love. (CD)</p>	<ul style="list-style-type: none"> • explore the changes that come about through puberty • explore the need for a healthy lifestyle including the benefits of a balanced diet, exercise, hygiene, rest and good mental health • <i>to express and justify a personal opinion on issues of personal and social concern (1a)</i> • <i>to recognise their work as individuals by expressing positive things about themselves (1b)</i> • <i>as they approach puberty, the changes in emotions that puberty brings and how to manage their feelings (1d)</i> • <i>pupils should be taught about options for a healthy lifestyle, including benefits of exercise, healthy eating and what affects positive mental health (3a)</i> • <i>as they approach puberty about bodily changes (3c)</i> 	<ul style="list-style-type: none"> • Myself (A) Beginnings (B) • Signs and Symbols (D) • All topics • Myself (A) 	<p>Sc. 5b, 2f Sc. 5a, 2b, h PE 4 a, b, c, d</p>
<p align="center">FAMILY</p> <p><i>Children become aware of the parental role within the family and the significance of the marriage vows.</i></p> <p>That marriage (and priesthood) are special forms of commitment and service. Of the significance of love and commitment for family and community life. (CD)</p>	<ul style="list-style-type: none"> • investigate what is involved in bringing up children • explore the marriage liturgy, especially the parents’ responsibility towards children as expressed through the vows of Christian marriage 	<ul style="list-style-type: none"> • Babies (C) Homes & Families (D) • Celebrations (D) 	<p>Sc. 5b</p>
<p align="center">COMMUNITY</p> <p><i>Children understand that belonging to a community has rights and responsibilities. Children appreciate the gifts of creation.</i></p> <p>That individuals and communities must make choices about attitudes to human strengths and weaknesses. That all Christians share a responsibility of being a sign of God’s love. Of the joys and challenges relationships bring. (CD)</p>	<ul style="list-style-type: none"> • <i>begin to explore the concept of democracy and the institutions which support it locally and nationally (2g)</i> • <i>why and how rules and laws are made and enforced, that different rules are needed in different contexts and how to participate in the creation of rules and adapting them (2b)</i> • <i>learn that there are different kinds of duties, rights and responsibilities at home, at school and in the community and that these can sometimes conflict with each other (2d)</i> • know that belonging to different groups brings rights and responsibilities • explore different ways to respond to the gifts of creation – use a variety of media and experiences 	<ul style="list-style-type: none"> • Initiation (C) • Babies (C) • Homes & Families (D) • Initiation (C) Friends (A) Myself (A) Friends (B) Homes & Families (D) 	<p>Local History Study – Law & Order</p>

LEARNING OBJECTIVES	LEARNING EXPERIENCES (knowledge, skills and understanding)	HERE I AM <i>Topics which offer opportunities to cover the learning experience</i>	OTHER CURRICULUM OPPORTUNITIES
<p style="text-align: center;">SELF</p> <p><i>Children learn how to develop effective and fulfilling relationships. Learn that some substances can damage their body.</i></p> <p>Of what Jesus teaches about happiness and the love of his Father for all people. (CD)</p>	<ul style="list-style-type: none"> • explore the meaning of friendship, trust and loyalty • <i>about different types of relationships among friends and families and to develop skills needed to be effective in relationships (4c)</i> • <i>about sources of help and support for individuals, families and groups (4f)</i> • to be able to talk about relationships and how to seek advice from significant adults • know that tobacco, alcohol and other drugs can have harmful effects • <i>which commonly available substances and drugs are legal and illegal and their effects and the associated risks (3d)</i> • <i>that pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure (3f)</i> 	<ul style="list-style-type: none"> • Special People (B) • Communion (A) • Meals (B) • Memories (C) • Self-Giving (D) 	<p>Sc. 5a 2.2g</p>
<p style="text-align: center;">FAMILY</p> <p><i>Children deepen their appreciation of rituals associated with death.</i></p> <p>That the celebration of significant events expresses thanksgiving and joy in growth and change. Of patterns and forms of liturgical prayer. (CD)</p>	<ul style="list-style-type: none"> • to understand that grieving (death, separation, divorce) is a process • <i>to recognise that actions have consequences for themselves and others, recognise others' feelings and put themselves in someone else's shoes (4a)</i> • Explore ways in which Church rituals help people deal with loss 	<ul style="list-style-type: none"> • Good & Evil (B) • Growing • Death & New Life (C) • Celebrations (D) 	<p>Literacy - obituaries</p>
<p style="text-align: center;">COMMUNITY</p> <p><i>Children become aware of the harmful effects of prejudice in the community.</i></p> <p>The other faith communities have codes of behaviour based on their beliefs. That every human person is made in the image of God and is called to reflect God's love. What nourishes and what damages human relationships with God. (CD)</p>	<ul style="list-style-type: none"> • explore the meaning of prejudice and how it can be expressed • investigate ways in which the community deals with prejudice • appreciate the range of national, regional, religious and ethnic identities within the UK • <i>the consequences of racism, teasing, bullying ... to learn and respond appropriately ... ask for help; to recognise and challenge stereotypes (4f)</i> • <i>to understand that differences and similarities between people arise from a number of factors, including cultural, ethnic/racial, religious diversity, gender or disability (4e)</i> 	<ul style="list-style-type: none"> • Growing (A) • Good & Evil (B) 	<p>Other Faiths unit (Here I Am)</p>

YEAR FIVE

TERM THREE

PURPOSE/REDEMPTION

LEARNING OBJECTIVES	LEARNING EXPERIENCES (knowledge, skills and understanding)	HERE I AM <i>Topics which offer opportunities to cover the learning experience</i>	OTHER CURRICULUM OPPORTUNITIES
<p align="center">SELF</p> <p><i>Children know the skills needed for maintaining effective relationships and strategies or skills needed for broken relationships. They learn about some of the effects of exercise on the body.</i></p> <p>Of the joys and challenges relationships bring. That love and service express love of God and response to God's Word and at times this will involve sacrifice. (CD)</p>	<ul style="list-style-type: none"> • reflect on personal responsibility for maintaining good relationships • explore ways of dealing with broken relationships and bringing about reconciliation • <i>to consider the experiences and lives of other people living in other places/times and with different values and customs (4b)</i> • explore ways to reflect God's unconditional love in their lives • become aware of the effects of exercise on bones, muscles and organs • <i>about options for a healthy lifestyle, including benefits of exercise, healthy eating and what affects positive mental health, and to make informed choices (3a)</i> 	<ul style="list-style-type: none"> • All the Reconciliation topics offer opportunities 	<p>Sc. 2.2b 2h Sc. Unit 5a PE 4a, b, c, d</p>
<p align="center">FAMILY</p> <p><i>Children develop an awareness of different duties, responsibilities and rights within the family</i></p> <p>That all Christians share the responsibility of being a sign of God's love. That the celebration of significant events expresses thanksgiving and joy in growth and change. (CD)</p>	<ul style="list-style-type: none"> • <i>that there are different kinds of duties, responsibilities and rights at home, at school and in the community and that these can sometimes conflict with each other (2d)</i> • reflect on their changing role and responsibilities within the family • appreciate the roles and responsibilities of other family members • <i>to reflect on social, moral and cultural issues, using imagination to consider the experience of others (2c)</i> 	<ul style="list-style-type: none"> • Freedom & Responsibility (C) • Choices (A) • Change (B) 	
<p align="center">COMMUNITY</p> <p><i>Children deepen their awareness of inter-dependent communities and the pressures on the environment. They deepen their understanding of the influence of the media on their lives.</i></p> <p>All Christians share the responsibility of being a sign of God's love. Everyone is called to cherish and conserve creation. Love and service of others are universal human values and signs of God's spirit in the world.</p>	<ul style="list-style-type: none"> • develop an understanding and respect for the beliefs and cultures of others • <i>to appreciate the diversity of national, regional, religious and ethnic identifies with the UK (2I)</i> • become aware of how local agencies support people in need • investigate current issues affection the environment, locally and globally and local initiatives for protecting it • <i>explore the concept of sustainable living resources that there are different ways of allocating scarce resources and that economic choices affect individuals, communities and the environment (2k)</i> • develop an awareness of the way the media influences our choices 	<ul style="list-style-type: none"> • Neighbours (A) • Special Places (C) • Treasures (B) • Difference (D) • Messengers & Witnesses (B) • Building Bridges (D) • Choices (A) 	<p>Ne-Geography 5a, b</p> <p>Ne-Geography 5a, b</p> <p>ICT 3a, b</p>