

Manor Primary School

PHSCE Year 5: Its' their world too: Animal Rights

Overview of the Learning:

In this units children will investigate that animals have rights as well as humans and how these two link. They will think about the need to care for pets at home and then looking wider at the welfare of animals around the world. They will learn to investigate and debate some key issues around animal's welfare, including hunting and animal testing. Children will consider the impact we are having on animals habitats as we continue to build and create pollution.

Core Aims

Provide children with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Pupils should be taught

Health and Wellbeing

what is meant by a healthy lifestyle
 how to maintain physical, mental and emotional health and wellbeing
 how to manage risks to physical and emotional health and wellbeing
 ways of keeping physically and emotionally safe
 about managing change, such as puberty, transition and loss
 how to make informed choices about health and wellbeing and to recognise sources of help with this
 to identify different influences on health and wellbeing

Relationships

how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
 how to recognise and manage emotions within a range of relationships
 how to recognise risky or negative relationships including all forms of bullying and abuse
 how to respect equality and diversity in relationships.

Living in the wider world – Economic wellbeing and being a responsible citizen

about respect for self and others and the importance of responsible behaviours and actions
 about rights and responsibilities as members of families, other groups and ultimately as citizens
 about different groups and communities
 to respect equality and to be a productive member of a diverse community
 about the importance of respecting and protecting the environment

Expectations

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Children can:

- understand that animals have rights
- explain what an animals basic rights are
- define and explore what animal cruelty is
- debate key issues surrounding animal welfare
- explore the effects we have on animals habitats

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Overview of the Learning:

In this unit children will learn about their identities and communities and about different places in the world. They will explore sameness, difference and diversity and begin to understand that there is not economic equality across the planet. They will learn that, as humans, we are all equal, have basic needs and rights, and belong to a range of groups and communities, including school and family. Children learn about the reasons for poverty in developing countries and explore ways in which poverty can be eliminated

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Living in the wider world – Economic wellbeing and being a responsible citizen

about respect for self and others and the importance of responsible behaviours and actions

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	<p>about rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>about different groups and communities</p> <p>to respect equality and to be a productive member of a diverse community</p> <p>about the importance of respecting and protecting the environment</p>
<p>Expectations</p> <p>Children can:</p> <ul style="list-style-type: none"> • explain how different things contribute to the identify of a country • understand how countries with wealth can influence other countries and their actions • identify where the worlds wealth in terms of power is held • know that as humans we all have basic needs and rights, and give examples of these • demonstrate respect for difference and communicate this to others • develop a sense of empathy and commonality with people in other places • consider the feelings and points of view of others, both in their own community and the wider world • recognise and respect the similarities and differences between people in different places • identify ways in which they are connected to people and places throughout the world • review, evaluate and communicate what they have learnt about diversity and the interdependence of the places in the world 	

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PHSCE Year 5: Natural Disasters and Impact on People

<p>Overview of the Learning:</p> <p>In this unit the children will be introduced to Natural disasters, such as earthquakes, hurricanes, droughts and floods that occur all over the world. The children will investigate the impact of these disasters on the people who are directly affects. They will find out where they start, how they happen and what can people do to protect themselves. Knowledge about natural disasters helps save lives, giving children knowledge. This unit supports the children’s learning in geography about natural disasters and their impact on the natural world.</p>	
<p>Core Aims</p>	<p>Pupils should be taught</p>

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- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Health and Wellbeing

- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- To identify different influences on health and wellbeing

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help

Living in the wider world – Economic wellbeing and being a responsible citizen

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community

Expectations

Children can:

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- identify and describe the main types of natural disaster
- select and bring together information from different sources when researching natural disasters that have occurred over the last 50 years
- locate and identify key area of the world where natural disasters have been experienced
- identify and describe the main types of natural disaster relating to water
- select and bring together information from a range of different sources to describe how disasters can be caused by water
- empathise with the experiences of other people directly affected by natural disaster and describe situations from other points of view
- identify and describe the main types of natural disaster relating to wind
- understand the impact the wind can have on the people in certain regions around the world
- reflect on what it might be like to be involved in a tornado or hurricane
- understand and appreciate that the wind can be both harmful and helpful and we can't control its force
- identify and describe the main types of natural disaster relating to the movement of the earth
- understand the impact the earthquakes and volcanoes can have on the people in certain regions around the world
- reflect on what it might be like to be involved in an earthquake or see a volcanic eruption
- understand and appreciate that the movement of the earth can't be predicted or prevented
- can empathise with people who have been directly affected by natural disaster
- use different ways to communicate personal and group views on social issues
- recognise their own and other people's feelings, and use their imagination to understand other people's actions and experiences

Manor Primary School PHSCE Year 5: The World's Natural Resources

Overview of the Learning:

In this unit the children will be introduced to the world's natural resources and how many uses these to sustain life. The children will investigate where the world's natural resources originate and how we obtain them. They will begin to think about how the earth resources are exploited for financial gain and will look forward to the future and discuss what will happen when the natural resources of the world have all been used

Core Aims

Provide children with:

Pupils should be taught
Health and Wellbeing

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- accurate and relevant knowledge
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- How to maintain physical, mental and emotional health and wellbeing
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- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
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Living in the wider world – Economic wellbeing and being a responsible citizen

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- About different groups and communities
- To respect equality and to be a productive member of a diverse community

Expectations

Children can:

- demonstrate knowledge of where the world's natural resources come from

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- understand the link between distribution of world's natural resources and the developed and developing world and the impact natural resources can have on a country's economy
- contribute to group and class discussion
- identify and use relevant information sources
- understand how the world's natural resources can be used to create energy
- understand what a renewable source of energy is
- understand that our resources are limited and we need to make informed choices about what and how we use them
- identify the positive and negative effects of deforestation on the environment
- identify reasons both for and against an issue, *eg deforestation*, and express a personal opinion on the issue orally and in writing
- identify what happens to our rubbish and the implications of this on the world
- understand the importance of recycling and the positive impact it can have on our community
- identify the global dimensions of the exploitation of the world's natural resources
- understand the concept of sustainability, referring to examples of how this affects the world's resources
- recognise how young people can contribute to decision-making processes

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