

HRSE – CT1

When we are unwell, we experience a range of emotions. There are ways that we can protect ourselves from illness and by protecting ourselves, we protect those around us.

HRSE - CT2

During the Covid-19 pandemic, laws were changed to protect wider society. We were all called upon to change our behaviour so that we could support others.

Religious Education

We all want to be happy but sometimes there are barriers to happiness. We have responsibility to share what we have and try to bring happiness to others.

HRSE – CT3

Covid-19 affected people in many ways and sometimes the information in the media had an impact on our feelings. We should always take a balanced view of the information we are given.

PSHE

There are lots of regulations to keep us safe from illness and injury. We also need to make our own dynamic risk assessments whether with our health or in everyday life (including fireworks).

Outcomes

AT2 – Those who work for the NHS worked to protect others throughout the pandemic. Why are some people so dedicated to the service of others?

AT2/3 – How can we say God loves us amidst the human suffering brought about by the Covid-19 pandemic?

AT3 – Look at the painting of The Holy Night. What beliefs do you think the artist was trying to show? How does it make you feel?

Y5:2

WHY ARE RULES
IMPORTANT?

Why Do
Rules
Change?

Vocabulary

BARRIER – Something that stands in the way.

COVID-19 – Covid-19 (Coronavirus) is an illness that causes people to experience breathing problems and coughing.

PANDEMIC – A disease that hits a wide geographical area and affects a large proportion of the population.

BALANCED VIEW – Considering opposing points of view fairly and without bias.

INFORMATION – Things that are known about a given topic – knowledge.

REGULATION – A law or rule used to guide and prescribe the conduct of people.

RISK ASSESSMENT – The process of identifying risk from an activity and reducing that risk.

VULNERABLE – More likely to be harmed, physically or emotionally.

COMPLY – To adapt to the rules and regulations asked of you.

HRSE – Core Theme 1

HRSE – CT1 Key Knowledge 1

Identify, name and respond appropriately to a wider range of feelings in themselves and in others. (F / P)

HRSE – CT1 Key Knowledge 2

Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see protected characteristics of the Equality Act 2010). (F)

HRSE – CT1 Key Knowledge 3

Recognise cause and effect in their actions and take personal responsibility. (P)

HRSE – CT1 Key Knowledge 4

Take increased responsibility for their safety and that of others. (P)

Keeping Healthy

Learning Step 1

Develop vocabulary that describes feelings around health – fear / worry etc.

Learning Step 2

Know that vulnerability to illness is different dependant on age (link to Covid-19 and Flu).

Learning Step 3

Know that we can take actions that make us less vulnerable to illness (hand washing / coughing / tissues etc).

Learning Step 4

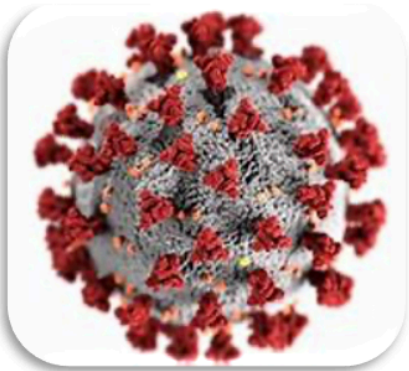
Know that by looking after their own physical health, they can also protect others in society.



Isaiah 43:4

‘Because you are precious in my eyes, and honoured, and I love you, I give men in return for you, peoples in exchange for your life.’

HRSE – Core Theme 2



Protecting Ourselves from Illness

HRSE – CT2 Key Knowledge 1

That with their family, they share responsibility for staying healthy and safe and they may be supported by other families to support well-being. (C)

HRSE – CT2 Key Knowledge 2

That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules. (C)

Learning Step 1

Know that laws changed to protect wider society during the Covid-19 pandemic and reflect on how this impacted on themselves and their families.

Isaiah 54:17

'no weapon that s fashioned against you shall succeed, and you shall refute every tongue that rises against you in judgement. This is the heritage of the servants of the Lord and their vindication from me, declares the Lord.'

Religious Education



The Holy Night by Correggio

Bringing Happiness to Others

RE Key Knowledge 1

The motives and emotions which influence choices. (M)

Learning Step 1

Know what happiness is and recognise that there can be barriers to happiness.

Learning Step 2

Know that they have responsibilities to each other and the freedom to carry out that responsibility.

Learning Step 3

Know the difference between rights and responsibilities.

Learning Step 4

Know that happiness comes in sharing and giving.

Learning Step 5

Know that by sharing and giving gifts we are demonstrating love and bringing happiness to others.

Hebrews 13:16

'Do not neglect to do good and to share what you have, for such sacrifices are pleasing to God.'

HRSE – Core Theme 3 How the Media Influence Us

HRSE – CT3 Key Knowledge 1

That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God. (C)

HRSE – CT3 Key Knowledge 2

That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media). (F)

HRSE – CT3 Key Knowledge 3

To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media. (C)

HRSE – CT3 Key Knowledge 4

Know that some rights are universal, these are human rights.

1 John 4:1

‘Beloved, do not believe every spirit, but test the spirits to see whether they are from God, for many false prophets have gone out into the world.’



Learning Step 1

Know that they can spend time in prayer and reflection which can help them to understand what might be worrying them.

Learning Step 2

Know that they are responsible for taking care for their physical body and that they are precious.

Learning Step 3

Know that there are things that affect their mental health including the media and explore examples of this in relation to C-19.

Learning Step 4

Know that everyone has the right to freedom of expression but that this can not be forced upon others..

PSHE

PSHE Key Knowledge 1

H1. How to make informed decisions about health. (P)

PSHE Key Knowledge 2

H2. About the elements of a balanced, healthy lifestyle. (F)

PSHE Key Knowledge 3

H3. About choices that support a healthy lifestyle, and recognise what might influence these. (C)

PSHE Key Knowledge 4

H5. About what good physical health means; how to recognise early signs of physical illness. (F)

PSHE Key Knowledge 5

H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods, risks associated with not eating a healthy diet including obesity and tooth decay. (F)

PSHE Key Knowledge 6

H7. How regular exercise benefits mental and physical health, recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. (F)

PSHE Key Knowledge 7

H8. About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. (F)

PSHE Key Knowledge 8

H10. How medicines, when used responsibly, contribute to health, that some diseases can be prevented by vaccinations and immunisations, how allergies can be managed. (F)

PSHE Key Knowledge 9

H11. How to maintain good oral hygiene, why regular visits to the dentist are essential; the impact of lifestyle choices on dental care. (F)

PSHE Key Knowledge 10

H12. About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun / heat stroke and reduce the risk of skin cancer. (F)

PSHE Key Knowledge 11

H37. Reasons for following and complying with regulations and restrictions; how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. (C)

PSHE Key Knowledge 12

H41. Strategies for keeping safe in the local environment or unfamiliar places, and firework safety; safe use of digital devices when out and about. (F)



Learning Step 1

Know the elements of a balanced, healthy lifestyle and understand the choices that they have in this (diet, exercise, sleep, dental hygiene, sun care) and who to speak to if they are worried about their

Learning Step 2

Know that it is important to comply with restrictions that are introduced to support health (C19) and that sometimes this means an assessment of risk.

Learning Step 3

Know how to keep safe around fireworks.

1 Corinthians 6: 20

'for you were bought with a price. So glorify God in your body.'

Living With and Beyond Covid 19

Stunning Start:

Enrichment:

Resources:

Celebration:

Planning Ideas: