



## Boughton Heath Academy Curriculum


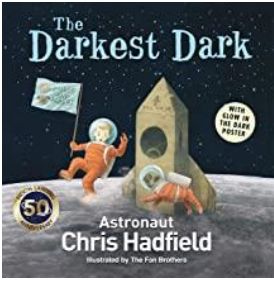

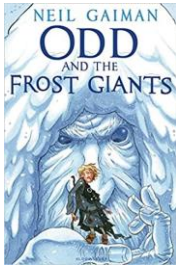


### Year Group Overview 2023 – 24

# Year Five



*Here, children thrive...*




# English and Mathematics Curriculum Overviews





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<b>Focus:</b> Recounts, diary entries	<b>Focus:</b> Traditional tales	<b>Focus:</b> Myths and legends	<b>Focus:</b> Recounts, biographies	<b>Focus:</b> Persuasion, information text	<b>Focus:</b> Information text
						
	<b>Genre:</b> Biographies	<b>Genre:</b> Traditional tales	<b>Genre:</b> Myths and legends	<b>Genre:</b> Information text	<b>Genre:</b> Persuasion, information	<b>Genre:</b> Books from other cultures



 <p><b>Mathematics Curriculum</b></p>	<p><b>Place Value within 100,000</b>  <b>Place Value within 1,000,000</b>  <b>Addition and Subtraction</b>  <b>Graphs and Tables</b></p>	<p><b>Multiplication and Division</b>  <b>Measure- Area and Perimeter</b></p>	<p><b>Multiplication and Division</b>  <b>Fractions</b></p>	<p><b>Fractions</b>  <b>Decimals and Percentages</b></p>	<p><b>Decimals</b>  <b>Geometry- Properties of shapes</b></p>	<p><b>Geometry- Position and Shape</b>  <b>Measure- Converting Units</b>  <b>Measure- Volume and Capacity</b></p>
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 <p><b>Driver subject Knowledge Bases Year 5</b></p>	<p><b>History</b>  The Anglo Saxons</p> 	<p><b>Geography</b>  North America</p> 	<p><b>History</b>  The Vikings</p> 	<p><b>Geography</b>  Local study: Climate change &amp; sustainability</p> 	<p><b>History</b>  Local study: Crime &amp; Punishment</p> 	<p><b>Geography</b>  Lakewood, Colorado</p> 
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
 <b>Science</b>	<p style="text-align: center;"><b>Forces</b></p> <ol style="list-style-type: none"> <li>1. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>2. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>3. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ol>	<p style="text-align: center;"><b>Earth and Space,</b></p> <ol style="list-style-type: none"> <li>1. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>2. Describe the movement of the Moon relative to the Earth</li> <li>3. Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>4. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ol>	<p style="text-align: center;"><b>Properties of materials</b></p> <ol style="list-style-type: none"> <li>1. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>2. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>3. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>4. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ol>	<p style="text-align: center;"><b>Animals including humans</b></p> <ol style="list-style-type: none"> <li>1. describe the changes as humans develop to old age.</li> </ol> <p style="text-align: center;"><b>Life Cycles</b></p> <ol style="list-style-type: none"> <li>1. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> </ol>	<p style="text-align: center;"><b>Reproduction</b></p> <ol style="list-style-type: none"> <li>2. Describe the life process of reproduction in some plants and animals.</li> </ol>	<p style="text-align: center;"><b>Reversible and Irreversible Changes</b></p> <ol style="list-style-type: none"> <li>5. Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>6. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ol>
 <b>Geography</b>		<p style="text-align: center;"><b>North America – including natural resources</b></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>3. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and mountains.</li> <li>6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ol>		<p style="text-align: center;"><b>Local Study: Climate change and Sustainability</b></p> <ol style="list-style-type: none"> <li>5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and mountains.</li> <li>6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>9. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ol>		<p style="text-align: center;"><b>Lakewood, Colorado – economic activity</b></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.</li> <li>5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and mountains.</li> <li>6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ol>

 <p><b>History</b></p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop chronologically secure knowledge of history.</li> <li>2. Establish clear narratives within and across periods studied.</li> <li>3. Note connections, contrasts and trends over time.</li> <li>4. Develop the appropriate use of historical terms.</li> <li>5. Regularly address and sometimes devise historically valid questions.</li> <li>6. Understand how knowledge of the past is constructed from a range of sources.</li> <li>7. Construct informed responses by selecting and organising relevant historical information.</li> <li>8. Understand that different versions of the past may exist, giving some reasons for this.</li> </ol>		<p><b>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop chronologically secure knowledge of history.</li> <li>2. Establish clear narratives within and across periods studied.</li> <li>3. Note connections, contrasts and trends over time.</li> <li>4. Develop the appropriate use of historical terms.</li> <li>5. Regularly address and sometimes devise historically valid questions.</li> <li>6. Understand how knowledge of the past is constructed from a range of sources.</li> <li>7. Construct informed responses by selecting and organising relevant historical information.</li> <li>8. Understand that different versions of the past may exist, giving some reasons for this.</li> </ol>		<p><b>Local Study: Crime and Punishment in Chester</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop chronologically secure knowledge of history.</li> <li>2. Establish clear narratives within and across periods studied.</li> <li>3. Note connections, contrasts and trends over time.</li> <li>4. Develop the appropriate use of historical terms.</li> <li>5. Regularly address and sometimes devise historically valid questions.</li> <li>6. Understand how knowledge of the past is constructed from a range of sources.</li> <li>7. Construct informed responses by selecting and organising relevant historical information.</li> <li>8. Understand that different versions of the past may exist, giving some reasons for this.</li> </ol>	
 <p><b>Art</b></p>	<p><b>Drawing – Grant Wood</b></p> <ol style="list-style-type: none"> <li>1. Create sketch books to record their observations and use them to review and revisit ideas</li> <li>2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>3. Learn about great artists, architects and designers in history.</li> </ol>		<p><b>Colour &amp; Textiles: Rousseau</b></p> <ol style="list-style-type: none"> <li>1. Create sketch books to record their observations and use them to review and revisit ideas</li> <li>2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>3. Learn about great artists, architects and designers in history.</li> </ol>			<p><b>Sculpture: Rachel Whiteread</b></p> <ol style="list-style-type: none"> <li>1. Create sketch books to record their observations and use them to review and revisit ideas</li> <li>2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>3. Learn about great artists, architects and designers in history.</li> </ol>
 <p><b>Design &amp; Technology</b></p>		<p><b>Electrical – Automatic Nightlight</b></p> <ol style="list-style-type: none"> <li>1. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>3. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>4. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>5. Investigate and analyse a range of existing products</li> <li>6. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>7. Understand how key events and individuals in design and technology have helped shape the world</li> <li>8. Understand and use mechanical systems in their products.</li> </ol>		<p><b>Frame structures – Wildlife houses</b></p> <ol style="list-style-type: none"> <li>1. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>3. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>4. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>5. Investigate and analyse a range of existing products</li> <li>6. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>7. Understand how key events and individuals in design and technology have helped shape the world</li> <li>8. Understand and use mechanical systems in their products.</li> </ol>		<p><b>Celebrating culture and seasonality – Colorado style pizza</b></p> <ol style="list-style-type: none"> <li>9. Understand and apply the principles of a healthy and varied diet</li> <li>10. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>11. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ol>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <b>Music</b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression,</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music,</li> <li>Listen with attention to detail and recall sounds with increasing aural memory,</li> <li>Use and understand staff and other musical notations,</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>					
	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
 <b>MFL</b>	<b>Describing: Pets</b> <ul style="list-style-type: none"> <li>Notice cognates and near cognates in the text.</li> <li>Recognise some previously known words.</li> <li>Use a dictionary resource to research the meaning of relevant vocabulary.</li> <li>Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.</li> <li>Confidently modify sentences to use the correct articles/pronouns (<b>un/une</b> and <b>il/elle</b>) according to gender.</li> <li>Unscramble jumbled sentences without any errors in word order.</li> <li>Recognise rules of agreement in longer phrases.</li> <li>Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.</li> </ul>	<b>Space</b> <ul style="list-style-type: none"> <li>Listen and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.</li> <li>Write their own metaphors using a writing model, replacing nouns with original vocabulary.</li> <li>Make the correct choice of <b>un/une</b> for gender and add colour adjectives when writing.</li> <li>Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.</li> <li>Adapt a model text to create an original sentence of their own, including descriptive phrases.</li> </ul>	<b>Shopping</b> <ul style="list-style-type: none"> <li>Recognise number words in written form.</li> <li>Correctly pronounce two-digit numbers that have been generated randomly.</li> <li>Recall vocabulary by matching the correct pictures to the appropriate words.</li> <li>Join in with a story, using gestures and key vocabulary.</li> <li>Correctly sort word-cards by gender and apply the appropriate article.</li> <li>Highlight a range of known and easily recognisable vocabulary in a text.</li> </ul>	<b>French around the world</b> <ul style="list-style-type: none"> <li>Recognise and respond to directions.</li> <li>Form directional phrases of their own.</li> <li>Read and understand a range of sentences including directions.</li> <li>Form full sentences to ask and answer questions as modelled orally.</li> <li>Show some understanding of national identity and stereotypes.</li> <li>Understand a set of true/false statements and have some idea of where to locate the information about these statements in a graph/table.</li> <li>Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.</li> </ul>	<b>French verbs</b> <ul style="list-style-type: none"> <li>Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.</li> <li>Create an opinion phrase using one of the new verbs.</li> <li>Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.</li> <li>Work together to build a verb spinner and use it to generate appropriate phrases.</li> <li>Recognise and recall different parts of verbs 'avoir' and 'être'.</li> <li>Create an original short text, correctly adapting a range of verbs to their appropriate form.</li> </ul>	<b>My family</b> <ul style="list-style-type: none"> <li>Correctly complete a gap-fill activity with French vocabulary, using pictures.</li> <li>Recognise words that are similar to English.</li> <li>Adapt a sentence to change its meaning.</li> <li>Apply some understanding of French pronunciation.</li> <li>Recognise key information within a longer text.</li> <li>Confidently build sentences using word cards.</li> <li>Respond to spoken opinions with the correct gesture.</li> <li>Use different opinions in sentences.</li> <li>Change elements of a sentence whilst retaining the meaning.</li> <li>Organise a text, making simple adaptations which do not affect its overall sense.</li> </ul>
 <b>Religious Education</b>	<b>Islam</b> <b>Islam: Why are the Five Pillars important to Muslims?</b> <ol style="list-style-type: none"> <li>What are the Five Pillars of Islam? What is the Shahadah?</li> <li>How do Muslims show care for others?</li> <li>What is the pattern of prayer for Muslims?</li> <li>Why do Muslims fast?</li> </ol>	<b>Islam</b> <b>How is the Muslim faith expressed through family life?</b> <ol style="list-style-type: none"> <li>What is Ramadan?</li> <li>How is Eid celebrated?</li> <li>What is Halal?</li> <li>How does Muslim family life show their belief in the Qur'an?</li> </ol>	<b>Sikhism</b> <b>Sikhism: Why is community and equality important to Sikhs?</b> <ol style="list-style-type: none"> <li>What do Sikhs believe?</li> <li>Who is Guru Nanak and how did he become a teacher and leader?</li> <li>What is the Guru Granath Sahib?</li> <li>What is the symbolism of the 5Ks and why is the community important for Sikhs?</li> </ol>	<b>Christianity</b> <b>Which concepts do we find hard in Christianity?</b> <ol style="list-style-type: none"> <li>How are the concepts of sin and forgiveness developed in The Lion, The Witch and The Wardrobe?</li> <li>What examples can you use to explain the concept of the Trinity to others?</li> </ol>	<b>The Baha'i Faith</b> <b>How do Baha'is express unity through prayer and service?</b> <ol style="list-style-type: none"> <li>How can people work towards world unity?</li> <li>Why is the 19-day Feast important to Baha'is?</li> <li>How do Baha'is strive to serve humanity?</li> <li>What is special about the Baha'i temples and how do they invite unity?</li> <li>How do Baha'is use consultation to solve conflict?</li> <li>How do Baha'is serve their communities around the world?</li> </ol>	<b>Christianity (and others)</b> <b>How do people show their beliefs in action?</b> <ol style="list-style-type: none"> <li>What does World Poverty mean? Which charities address this?</li> <li>What do Christians believe about giving?</li> <li>Which pillar of Islam addresses giving and charity?</li> </ol>
 <b>Physical Education</b>	<b>Gymnastics Forest School</b> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Dodgeball Leadership</b> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate</li> </ul>	<b>Basketball OAA</b> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate</li> </ul>	<b>Dance Yoga</b> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns.</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Athletics Swimming</b> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul>	<b>Tennis Gymnastics</b> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate</li> </ul>

		<p>improvement to achieve their personal best.</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	<p>improvement to achieve their personal best.</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>		<ul style="list-style-type: none"> <li>perform safe self-rescue in different water-based situations.</li> </ul>	<p>improvement to achieve their personal best.</p>
 <p><b>Computing</b></p>	<p><b>Computing systems and networks: Search engines</b></p> <p>4. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Programming 1: Music</b></p> <p>1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Data handling: Mars Rover 1</b></p> <p>4. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Game Creator</b></p> <p>1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>3D Modelling</b></p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Concept Maps</b></p> <p>5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
	<p><b>Online Safety:</b></p> <p>5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>					
 <p><b>PSHCE &amp; RSE</b></p>	<p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, Participating</li> </ul>	<p><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>