

Y5 Y6

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Mental Health			Physical Health		
To take positive steps in the ongoing maintenance of mental wellbeing (hobbies, healthcare, support)	Main	Sub	To recognise what positively and negatively affects our physical wellbeing	s	
To recognise that their emotions will change in intensity and scale regarding an experience over time	s	m	To explain the key characteristics of a balanced and healthy lifestyle	m	
To know that people will experience a different range of emotions regarding the same experiences		s	To identify and participate in a range of activities as regular healthy exercise		m
To recognise how their own actions can lead to a better overall mental wellbeing	s		To know the effects of a range of food types and food groups on our physical health	m	
To understand that mental ill health is common and can affect all people	m		To understand how to plan and prepare for eating a healthy, well balanced diet	s	s
To identify when they have concerns regarding their own or others' mental health and speak to a trusted adult		m	To identify the risks associated with an inactive lifestyle (obesity, sleep issues, illness)	m	
To understand the effects of loss and grief and strategies to cope with these experiences and bereavement	s		To understand the many self-care routines for personal hygiene and reducing risks of bacteria and viruses (especially during puberty)		m
To judge if their own emotions and feelings are appropriate to the environment and situation and adjust if required		m	To identify the role of medicines and vaccines in the local and global spread of disease and illnesses		m
To display a range of strategies to cope with their emotions, especially regarding personal change and transition		m	To know how different substances (smoking, alcohol and common drugs) can affect and damage their bodies and mental health and the laws surrounding them		m
To consider how change and loss can affect our mental health and ways to help themselves and others during these situations	m		To know when and how to seek support when feeling concerned about their physical wellbeing	s	s

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Me and My Body	To recognise their own individual characteristics and positive qualities	s		Staying Safe	To know the difference in meaning between "risk", "danger" and "hazard"	m	
	To understand that some people describe themselves using a range of gender identities	m			To understand forms of addictive behaviours and how to improve our own actions		m
	To identify the main reproductive organs of males and females		m		To use personal choice in selecting activities to minimise risky situations	s	s
	To understand the major stages of puberty and its effects (both emotionally and physically; including wet dreams, erections and menstruation)	m			To know how to react to an emergency situation or accident in the most appropriate and safe way	m	
	To identify a range of hygienic routines specifically for when experiencing the natural process of puberty	s			To understand the risks and effects of common drugs, alcohol and smoking	m	
	To understand the many self-care routines for personal hygiene and reducing risks of bacteria and viruses (especially around puberty)		m		To know how different substances (smoking, alcohol and common drugs) can affect and damage their bodies and mental health		m
	To understand the reproductive process and its place in the human life cycle		m		To know that FGM is against the law in the UK and how to keep themselves and others safe		m
Digital Citizenship	To understand the risks associated with addiction to technology and the internet		m	To understand the meaning of consent (touch, contact, respect of others)		s	
	To know that their use of technology and the internet can impact their physical and mental wellbeing	m					
	To apply "media balance" to their interactions with technology and the internet	s					
	To know that they should keep private information away from their online use		s				

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My Family and my Carers	To understand that adults often make lifelong commitments to each other through marriage, civil partnerships or in other ways	m	s	Respectful Relationships	To model positive behaviours for other members of their local communities (including school)		m
	To understand that sometimes adults in a relationship may form part of a family unit whilst living together or living separately		m		To know that they should expect to be treated in the same manner that they treat others	s	s
	To know there are many different types of family units (single parents, foster parents, step parents, blended families, same-sex parents)	m	s		To recognise how stereotypes and prejudices can be unfair and harmful		m
	To respect that families of all types and structures can offer love, support and care		m		To understand many children and adults have different social, emotional or physical needs from their own	m	
	To understand that families have ups and downs and strategies to use to navigate family conflict		m		To understand the importance of self-respect and how this affects our wellbeing	m	
	To identify the characteristics of positive family life and know when to speak to an adult if they have any concerns		s		To explore the meaning of marriage and partnerships and understand how the law protects individuals from forced marriage		m
	To know that family units may look and behave differently in other parts of the world	m			Digital Citizenship	To recognise how the internet, media and marketing can influence our own body image	
Understanding Friendships	To recognise that offering support is key to developing healthy friendships	m		To know ways to stop harmful communication when interacting online (through games, streaming platforms)		m	
	To know that sometimes they must say "no" to friends when they feel uncomfortable	s	m	To know how to be safe when forming digital friendships		s	s
	To know that friendships can change in strength and intensity as time goes on	s	s	To understand what cyberbullying is and how they can stop it		m	
	To recognise when a friendship is making them feel uncomfortable and strategies for dealing with this	m		To understand the different uses, benefits and risks associated with social media use		m	

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Staying Safe	To know that sometimes they may need to break trust in keeping a secret to protect themselves and others	m	
	To understand the meaning of consent and when and how to give it		m
	To understand how to act and behave when feeling uncomfortable around other people (including friends, family and strangers)	m	
	To learn assertive behaviours and language to use when in challenging situations		m
	To recognise when others around them may be unsafe and how to report this	s	s
	To understand how and where to get support when having any concerns about their own or others' relationships	s	s

muse wellbeing UKS2 Learning Outcomes: The World Around Us

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Global Citizenship	To identify common aspects of governments in the UK and around the world		m	Our communities	To begin participating in and supporting the development of their school environment	s	
	To understand common, shared rules and why they are important to follow for everyone in their community and the UK	m	s		To understand and celebrate the many diverse members of their local community	m	s
	To understand the characteristics of a democracy and its impact on people living within this system	m			To recognise the impact of anti-social behaviours and prejudice within their communities	s	m
	To understand the main principles of the Universal Declaration of Human Rights and how this affects them and their communities		m		To recognise the role of voluntary and community service both locally and globally	m	
	To know different environmental crises affecting our global community today	m	s	Economic Wellbeing	To understand the role of trade between countries and the impacts of globalisation		m
	To consider the problems caused by environmental issues and give possible solutions	s	m		To identify ways to budget and why this is important	m	
	To understand the meaning of refugees and some reasons for migration		m		To recognise the different types of skills needed to be successful within a variety of workplaces (teamwork, communication)	m	
	To understand a range of global and local events and the impact they can have	m	s		To understand stereotypes within the workplace and how it can affect people's future employment choices	s	
	To understand that many areas of our world have different economic resources and the challenges this can bring	m			To consider the varying routes to different kinds of employment and job types (vocational training, college, university)		m
	To recognise that many countries and people around the world have a variety of challenges and needs	m					
	To recognise that some media providers often report news in different ways with different narratives		m				
	To understand some of the causes of global conflicts and varying impacts of war		m				

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Personal Growth	To find positive role models in their local and wider communities		m
	To share thoughts and opinions on shared social and moral dilemmas with reasoning	m	
	To show empathy when considering a person's needs, feelings or ideas that are different to their own	s	s
	To reflect positively on feedback to improve their next projects and learning experiences	s	
	To support and care for people in their community who are more vulnerable than themselves		m
	To consider their strengths, weaknesses and personal growth made during primary school	m	