



## Wellbeing Curriculum Year 5 Term 1

*Our school's vision for our Wellbeing Curriculum is that children are able to keep themselves physically, mentally and emotionally safe and healthy, throughout their lives. They will do this by developing the skills and knowledge they need to make informed choices, build healthy & positive relationships and by knowing where to seek help when it is needed.*

*If you have any questions or concerns about any aspect of the Wellbeing Curriculum please contact the Wellbeing Lead, Mr Wheeler, through the school office for further information, clarification and support.*

### **This term we will be learning...**

- To recognise and respect differences between themselves and others
- To understand there are a range of factors that contribute to a person's identity (eg ethnicity, faith, family, gender, hobbies, likes and dislikes...)
- To explore how individuality and personal qualities make up someone's identity
- To understand what stereotypes are, that they are not always accurate and can be negative
- To know and explain how to challenge stereotypes

### **Key Vocabulary we will learn and use...**

*Identity, prejudice, stereotypes, sexual orientation, gender identity, sex, intersex, transgender, gay, lesbian, negative, belonging*

If your child needs help and support these websites have information that can help...

<https://www.childline.org.uk/>  
<https://www.stonewall.org.uk/>  
<https://www.allsortsyouth.org.uk/>

### **Our Key question for this term is...**

#### ***What makes up our identity?***

#### **Points to note— Gender identity and Sexual Orientation**

Most pupils are likely to be aware of the concepts taught in these lessons but teachers will carry out

a baseline assessment to check this understanding eg by asking 'What things help to form a person's identity'. Gender and Sexual Orientation will form just one part of our learning

about identity. Some pupils may be aware of derogatory terms used to describe gender identity and sexual orientation, these may be words that are normalised at home or in social environments. They may also have heard correct terms being used in a derogatory way. We will focus on ensuring our pupils know the correct terms to describe gender identity and sexual orientation so that they know everyone has different identities

and that this is ok. There will be pupils in Year 5 that are already questioning their identity or know people who identify as gay, lesbian, bisexual or transgender. Any misuse of terms by pupils in school will be addressed... 'Do you know what that word means?' 'Do you know what the correct word to use is?'... Our agreed, shared response is that in our school everyone is welcome and we do not use words like that to be unkind.

Someone born with the 'private parts' of a girl (vagina and vulva)	-	<b>Girl</b>
Someone born with the 'private parts' of a boy (penis and testicles)	-	<b>Boy</b>
Someone born with some of the 'private parts' of both a boy and girl	-	<b>Intersex</b>
Someone born with the 'private parts' of a boy, who feels like a girl	-	<b>Transgender</b>
Someone born with the 'private parts' of a girl, who feels like a boy	-	<b>Transgender</b>
Two men who love each other	-	<b>Gay</b>
Two women who love each other	-	<b>Gay</b>
Two women who love each other	-	<b>Lesbian</b>