

Year 5 and 6 (Kelso/Ramsey/Phoenix/Hyde) Year A 2025-26

	Autumn 1	Autumn2	T h e e W	Spring 1 and 2	Summer 1 and 2	<i>Parliament and Power The changing power of the monarchy through the development of parliamentary democracy</i> <i>Biography</i> <i>Perspective drawing of Big Ben</i> <i>National Sports Week:</i>
Ramsey/Kelso /Phoenix/Hyde	Land uses – town & country	Compare & contrast - America	Super seasonal foods Explanation text Design, create and evaluate super seasonal foods	Pilgrim Fathers	Crime & Punishment	
History/Geography	Name and locate counties and cities, land use features, using aerial and digital mapping, understand similarities and differences (Geography) Focus on economic activity settlement and land use comparisons) (geography)	Understand similarities and differences, describe and understand aspects of physical geography Focus on physical features (geography)		Pilgrim Fathers Religious persecution and the development of democracy, early settler life, hardships and deprivations-local significance (History)	Crime and Punishment Development of crime and punishment from roman times to the present day, changes in social perspective, (History)	
Enquiry Questions	1) What human and physical aspects can I identify from an atlas between countries? 2) What cartographic symbols can I recognise and explain the meaning of 3) How can I navigate using an eight-point compass 4) How accurate are grid references? 5) How can I plot a journey using key points 6) How has the land use around Swineshead changed over time? 7) How do aerial photographs compare with maps when identifying key features	Year 5 What makes up continental America? How does latitude and longitude affect climatic zones? How does the climate compare across the Americas? How important is fieldwork? How does Lincolnshire compare with areas of North America? How can we use co—ordinates to identify significant features? Year 6 What does the constitutional make up of North America and how does this compare with South America? What are the main climate zones of the Americas and where compares with Lincolnshire? What is the Koppen system and how is this useful when comparing climates? What comparisons can be made between Lincolnshire and California in terms of physical features? How can we use co—ordinates to identify significant features?		Yr. 5 Q1 Why did the Pilgrims go to America? Q2 What was life like on board. Q3 What was life like in the New World? Q4 How did the Pilgrims treat the Wampanoags? Q5 What was the Mayflower Compact? Yr. 6 Q1 Why did religious persecution lead to the Mayflower Voyage? Q2 Would the crew and passengers hold the same view Q3 How did expectations compare with reality of life in the New World? Q4 Did the Pilgrims demonstrate religious tolerance? Q5 What was the impact of the Mayflower compact?	Yr. 5 Q1 What have been the changes in crime and punishment? Q2 How did the Romans punish crime? Q3 what was crime like in Anglo Saxon and Viking Britain? Q4 why did it change in medieval times? Q5 why did pirates, smugglers and highway men flourish? Q6 What was the Victorian attitude to punishment? Q7 Do modern policing methods work? Yr. 6 Q1 Has crime and punishment evolved or deteriorated? Q2 What was the basis of the roman legal system? Q3 Did the Angles and Vikings have the same legal viewpoint? Q4 What was the medieval impetus for change? Q5 Why did crime flourish in Elizabethan/Stuart times? Q6 Did religious beliefs impact on Victorian values Q7, would you bring back the death penalty?	

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Text based writing/whole class text/cross curricular linked text	The Explorer The Nowhere Emporium Charles Darwin's On the Origin of Species	Treasure Island The 50 States (Non-Fiction) Skellig Kay's anatomy		The Boy Who Fell from the Mayflower Hiawatha Timelines from Black History Malamander How great is our God		Holes Macbeth The Witches' Spell There's a Boy in the Girls' Bathroom The True Story of the Three Little Pigs	
Genres	Narrative	Diary		Extended Narrative		Balanced argument/debate	
	Explanation	Letter		Poetry		Playscript	
		Newspaper		Biography		Poetry	
				Non chronological report		Narrative	
			Biased argument/speech				
Science	Evolution and inheritance- fossil evidence, Darwin and Anning, natural selection, mutation and adaption	Animals inc humans- Yr. 6 circulatory system- hearts and lungs		Forces Yr. 5 Forces, gravity and air resistance	Animals inc humans Yr. 6 Diet, exercise, drugs and lifestyles,	Materials Yr. 5 Properties and changes in materials	Light Yr. 6-properties, shadows, sight
Enquiry Questions	Year 5 Q1 Who was Mary Anning? Q2 How are fossils formed? Q3 What is stratigraphy? Q4 Who was Charles Darwin. Q5 What is natural selection? Q6 How do we inherit traits? Q7 What are hybrids? Year 6 Q1 What contribution did Mary Anning make to the understanding of palaeontology? Q2 how are fossils formed? Q3 What does stratigraphy tell us about the age of dinosaurs? Q4 What contribution did Darwin make towards our understanding of evolution?	Year 5 Q1 What are the two circulatory systems. Q2 What are the roles of the key parts of the circulatory system? Q3 What is the role of the heart? Q4 what are the components of blood? Year 6 Q1 How do the systemic and pulmonary circulation systems different? Q2 How are the different parts of the system interdependent? Q3 How is oxygen circulated? Q4 What role do the different components of blood play?		Yr. 5 Q1 What is gravity? Q2 how does canopy size affect rate of descent? Q3 what is water resistance? Q4 what is friction? Q5 what is the difference between mass and force. Q6 what does a pulley do? Q7 How do gears help? Yr. 5 Q1 Why don't people fall off the bottom of the earth? Q2 how can we use air resistance to slow down?	Yr 5 Q1 what are the two parts of the human circulatory system? Q2 why is the heart a vital organ? Q3 What are the different components of blood Q4 what's your heart rate Q5 what impact does alcohol have Q6 what impact does smoking have? Q7 why is dieting and exercise important? Yr 6 Q1 What is the difference between the systematic and pulmonary systems? Q2 How does the double pump system work?	Year 5 Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their properties? Year 6 Q1 Can we group and classify materials using a range of properties (e.g., electrical and thermal conductors, magnetism etc)	Year 5 Question 1 How does light travel? Question 2 How do we see objects? Question 3 Does light always travel directly to our eyes? Question 4 How are shadows created? Question 5 Why are shadows the same shape as the objects that create them? Year 6 Q1 How can we use the properties of light to see round corners? Q2 How do we use the properties of light to see behind us? Q3 What are the key components of the eye? (cornea,

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	Q5 How do mutations lead to improvements? Q6 what characteristics are inherited? Q7 Are hybrids good or bad?			Q3 when do we need high or low water resistance? Q4 what is the best surface to prevent people from slipping? Q5 how do you use a force meter? Q6 what force is used to lift a load? Q7 What effect do different sized gears have??	Q3 What role do platelets white and red blood cells play? Q4 What is the difference between resting and active heart rate? Q5 What are the short- and long-term effects of alcohol consumption Q6 What is the effect of nicotine? Q7 How can we maintain a healthy lifestyle	Q2 Can solutes be filtered out? Q3 What are the 6 different ways of separating solutions? Q4 How do we classify materials by their hardness? Q5 How are new materials invented?	iris, pupil, lens, retina, optic nerve) Q4 What is the relationship between distance and width of shadows Q5 Is light white?	
Kelso/Phoenix UKS2A	Does creativity matter in religious worldviews? Music	Does creativity matter in religious worldviews? Art		Do people always put their beliefs into action? Christian worldviews	Do people always put their beliefs into action? Muslim worldviews	Are all people equal? Sikh worldviews	Are all people equal? Christian and non religious worldviews	
	1)What do we mean by human? 2)What texts are important to give us a world view? 3)How does context impact on how a view is expressed 4)How do Muslims, Christians and Sikhs use music to express their views	1)what is creative expression? 2)How do Christians represent Jesus? 3) Who was Chagall? 4)How can Muslims and Hindus express themselves artistically? 5)How do non-religious people express their beliefs? 6) Does creativity matter?		1)What is justice? 2)How do Christians respond to injustice? 3) What does the bible tell us about injustice? 4)How have Christian views on justice changed? 5) what evidence do I have for my views?	1)What is a refugee? 2)How does Mohammed Ali express his ideas? 3)What are different Muslim concepts of community and justice? 4) Who was Omar ibn Sahid? 5)How did Saaida Faruqi fight injustice? 6)What evidence do we have for our own views of injustice?	1)What are Waheguru and Gurmukh? 2)what is the difference between equality and equity? 3)How does the Mool Mantar help Sikhs? 4)How did Sikh gurus help promote equality? 5)How does someone's context help understand how Sewa is performed? 6)what are the experiences of Sikh women when looking at equality?	1)How does context affect living out a worldview? 2)What does Article 18 say about religion? 3)How do laws and rights affect lived experiences? 4)Can non-religious people be spiritual? 5)How do our own beliefs affect equality for others?	
Ramsey/Hyde UKS2B	Do religious views change over time? Part1	Do religious views change over time? Part2		Is technology a good thing for religious worldviews? (Part 1)	Is technology a good thing for religious worldviews? (Part 2)	What is my view of the world? Case Study	Does Religion Matter?	

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Enquiry Questions	1) how can we understand how religious worldviews have changed over time? 2) how people live out their worldviews? 3) how can texts and sources of authority help us better understand their worldviews? 4) who were women of power in Christianity? 4)what did Anne Askew and Thomas Kyme mean by true and false faith?	1)How do methodist women live out their lives? 2) How does this compare to the life of Quaker women? 3)what do Christians feel about the power and authority of women in the Church of England? 4)What evidence do we have for our views?		1)How have Christians and Muslims spread the word of God and Allah? 2)What was the Great Commission? 3)How did technology change access to the Bible? 4) How can technology have positive and negative consequences?	1)What does Islamic Relief focus on? 2)How do Christian missionaries spread the word of God? 3)How does the Mormon church utilise social media? 4)How does technology help Jewish people celebrate shabbat? 5) how do Sikhs respond to AI technology? 6) How do we justify our own views of the use of technology?	1)How does context affect how we live out our worldview? 2)How did context affect Ashoka's worldview? 3)What does the Dhammapada help us understand? 4)what are koans? 5) How does your worldview affect my worldview?	1)How does context affect a view of religion? 2)what helps us consider the changing face of religion in the UK? 3)How does culture affect worldview? 4)How can sport and social action affect worldview? 5) Does religion matter to you?	
Art	Famous Artists-Banksy and Street Art	Famous Artists-Artists of North America (Singer-Sargent, Frankenthaler, Warhol, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams.)		DT-Electrical systems Design, create and evaluate an alarm		Famous Artists-Leonardo Da Vinci, drawings and inventions	DT-textiles-creating a lunchbox	
Enquiry Questions	Year 5 Q1. What is graffiti? Q2 What is stylized text? Q3. What do we mean by satire? Q4 How can we create stencils? Q5 Who is Banksy? Year 6 Q1 Is graffiti acceptable? Q2 How can different text styles be used? Q3 What is satirical street art? Q4 How can stencils be used to create street art?	Year 5 Q1. Who was John Singer Sargent? Q2 What type of art was Ansel Adam's interested in? Q3. Who was Helen Frankenthaler? Q4 What did Frank Lloyd Wright do? Q5 Who is Mary Cassatt? Q6 What sort of art did Andy Warhol create? Year 6 Q1 What do we mean by half-painting?		Yr 5/6 Q1 what are the key features of an alarm Q2 What different scenarios might require an alarm? Q3 How are switches used in a circuit? Q4 How do I create an electrical circuit diagram? Q5 What is the purpose of the design? Q6 can I create a shell structure for my alarm? Q7 How can I test my design?		Yr 5 Q1 What topics/mediums did Leonardo da Vinci work with? Q2 what may have motivated Leonardo da Vinci? Q3 Can you paint a portrait with contrasting colours? Q4 What are realism, perspective and composition? Q5 How are shading, hatching and curved hatching used in drawings?	Yr 5/6 Q1 Can I design a lunchbox for secondary school? Q2 How can I use a template? Q3 what stitches can I use to join fabrics? Q4 what decorative features can I incorporate?	

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	Q5 Why has Banksy become so popular?	Q2 How can different images be compiled together? Q3 How do we use our bodies to create abstract art? Q4 Are houses art? Q5 Can paint and pictures be combined? Q6 How can I recreate a self-portrait in the style of Warhol?				Q6 What did Leonardo da Vinci invent? Yr 6 Q1 what was the Renaissance? Q2 How did Da Vinci change people's views? Q3 Can children explain the type of colours and techniques Leonardo da Vinci used in his paintings? Q4 What are realism, perspective and composition? Q5 What techniques can you use in drawing? Q6 How did his inventions change the world?		
Music (music express)	<p>6.4 Roots (Mini musical performance) Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Q1. What are rhythmical actions to music? Q2. Can you learn a traditional Ghanaian song? Q3. Can you identify a game song from another country? Q4. What are rhythm cycles? Q5. What is a descriptive composition? Q6. Can you show your knowledge of structure to plan pieces of music?</p>	<p>6.1 World Unite (Step dance performance) Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Q1. What is the beat and syncopation? Q2. Can you show understanding of rhythm skills and co-ordination? Q3. Can you develop your knowledge on pitch shape and relate it to movement? Q4. Can you show your understanding of pitch through movement and notation? Q5, can you show understanding of a</p>		<p>6.2 Journeys (Song cycle performance) Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Q1 What is a three-part harmony? Q2. What is expressive singing? Q3. What do you know about performing for audiences? Q4. What are song cycles? Q5. What is a backing harmony? Q6. What are major and minor note patterns?</p>	<p>6.3 Growth (Street dance performance) Develop an understanding of the history of music.</p> <p>Q1. Can you show an understanding of a three-beat pulse and rhythmic ostinato by feeling and moving to it? Q2. Can you perform and improvise rhythmic and melodic ostinato? Q3. What are chords? Q4. What are flash mobs? Q5. Can you compare flash mob performances? Q6. Can you show an understanding of the</p>	<p>6.5 Class awards (Awards show performance) Play and perform in solo and ensemble contexts.</p> <p>Q1 How can you compose music from a visual stimulus? Q2, can you write a new verse for a rap? Q3, can you collaborate with others to develop a song performance? Q4 What makes a good performance? Q5, can you choreograph exam performance? Q6 Who is the target audience? Q7 How can you perform together within awareness of the audience?</p>	<p>6.6 Moving On (Leavers' assembly performance) Play and perform in solo and ensemble contexts.</p> <p>Q1 How can we sing with expression? Q2 What is the two-part harmony? Q3 What are sustained notes and how can you sing them? Q4 What is the rhythm in this song? Q5 What is the structure in this song? Q6 Can you share the meaning of modulation in a musical bridge? Q7, can you hear it? Q8 What do you need to do to perform your songs?</p>	

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		performance by arranging different sections? Q6. Can you show understanding of rhythm by combining different rhythms? Q7. Can you explore ways of combining and structuring rhythms through dance?		Q7. What are song structures? Q8. How can you incorporate mixed media in a song cycle performance?	process of a musical performance?			
Computing Kelso	5.1 Computing systems and networks-systems and searching	6.2 Creating media-web page creation		5.3 Programming A-selection in physical computing	6.4 data and Information-introduction to spreadsheets	5.5 Creating media-introduction to vector graphics	6.6 programming B-sensing movement	
Enquiry Questions	Q1 What are systems? Q2 How do we use the internet? Q3 How can we share information? Q4 How can we collaborate on a project>	Q1. What makes a good website? Q2. Do all web pages use the same layout? Q3. What is copyright? Q4. What is the term 'fair use'? Q5. Using your knowledge of web pages can you plan and create your own? Q6. How can you improve your web page? Q7. What is a navigation path? Q8. Can you use hyperlinks to link multiple web pages?		Q1 What is a microcontroller? Q2 How do you write a program that includes count-controlled loops Q3 How can you stop a loop? Q4 How do you check a condition? Q5 What can I use microcontrollers to do?	Q1. What is a spreadsheet? Q2. What is the relevance of data headings? Q3. What is a data set? Q4. What is an item of data? Q5. Can you apply appropriate number format to a cell? Q6. How can formulas be used to produce calculated data? Q7. What is the relevance of a cell's data type? Q8. Can data be calculated using different operations? Q9. Can a spreadsheet be used to answer questions? Q10. How can you present data in Google Sheets?		Q1. What is micro bit? Q2. How is micro bit used an input, process and output device? Q3. Can you use your knowledge of programming and apply it to a new device? Q4. Can you test your program on an emulator? Q5. Can you transfer your program to a controllable device? Q6. Can you identify if, then, else statements in real- world situations? Q7. Can you create programs in Make Code? Q8. How can you determine the flow of a program using selection? Q9. Can you update a variable with a user input?	

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							Q10. Can you modify a program to achieve a different outcome?	
Ramsey and Hyde	6.1 Computer systems and networks-Communication and Collaboration	6.2 Creating media-web page creation		6.3 programming A variables in games	6.4 Data and information-introduction to spreadsheets	6.5 Creating media-3d modelling	6.6 programming B sensing movement	
	Q1. Can you explain the importance of internet addresses? Q2. how is data transferred across the internet? Q3. how can sharing information online help people to work together? Q4. can you explain how the internet enables effective collaboration? Q5. how do we communicate using technology? Q6. can you compare different methods of communicating on the internet?	As above		Q1. What are variables? Q2. How are variables used in a program? Q3. Can you identify program variables as a placeholder in memory for a single value? Q4. Can the value of a variable be changed? Q5. Can you use your knowledge of variables in a Scratch project? Q6. How can variables be used to enhance an existing game in Scratch? Q7. What are algorithms? Q8. What is the importance of naming a variable? Q9. Can you use your knowledge of variables to evaluate projects?	As above	Q1 How do I create and manipulate three-dimensional (3D) digital objects on a computer? Q2 What are the differences between working digitally with 2D and 3D graphics? Q3 How do I construct a digital 3D model of a physical object? Q4 How do I create a collection of 3D shapes? Q5 How do I design a digital model by combining 3D objects? Q6 How do I make it even better?	As above	
MFL	5.1 Salut Gustave-saying hello and enquiring about someone	5.2 A L'Ecole-what do we learn about in school?		5.3 La nourriture -food and nutrition	5.4 En ville-shopping in town	5.5 En vacances -going on holiday	5.6 Chez moi-my house	
Enquiry Questions	Q1 How are you? Q2 What nationality are you? Q3, do you have brothers and sisters? Q4 What are they like?	Q1 What subject is this? Q2 What subjects do you like? Q3 What time is it? Q4 When do you study science?		Q1 What would you buy in a café? Q2 How do you make a sandwich? Q3 What food is good for you?	Q1 What shops are there in town? Q2 How do you get there? Q3 What time will you get there?	Q1 Where are you going on holiday? Q2 What do you like to do on holiday?	Q1 What is your house like? Q2 What do you do there?	
PE	Games- orienteering and tag rugby	Dance-improvisation and adaption		Gymnastics-leaps and rolls	games tennis	Cricket and Badminton-competitive games	Athletics-performance and progression	

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Enquiry Questions	<p>1) How can I work as part of a team?</p> <p>2) What does pace mean?</p> <p>3) Why are agility and endurance necessary for effective orienteering?</p> <p>4) How can I use my cartographic skills to improve my performance?</p> <p>Q1 Why do we need to warm up and cool down?</p> <p>Q2 how do we pass the ball accurately?</p> <p>Q3 Do we move with the ball?</p> <p>Q4 How do I find space in a game.</p> <p>Q5 How do I defend my goal.</p>	<p>Q1 how can I respond to stimuli?</p> <p>Q2 what dance techniques can I use?</p> <p>Q3 how can I work in a group?</p> <p>Q4, can I represent objects and actions through dance?</p> <p>Q5 how do I put a range of movements together?</p> <p>Q6 how do I make it better?</p>		<p>Q1 What different leaps do I know?</p> <p>Q2 What different leaps can I perform?</p> <p>Q3 How do I straddle vault?</p> <p>Q4 How can I link movements together?</p>	<p>1) What are groundstrokes?</p> <p>2) Where should the ball be placed in different shots?</p> <p>3) What is a ready position?</p> <p>4) How do I serve correctly?</p> <p>5) What different stroke techniques do I know?</p>	<p>Q1 How do I throw underarm and over arm?</p> <p>Q2 What hand position do I use to catch effectively?</p> <p>Q3 Where do I position myself on the pitch to be effective?</p> <p>Q4 How do I hit a shuttlecock with a badminton racket?</p> <p>Q5 How do I hit a shuttlecock in a particular direction?</p> <p>Q6 Where is the ready position on a court?</p> <p>Q7 How do I serve and perform attacking and defending shots?</p> <p>Q8 How do we score in badminton?</p>	<p>Q1 How do I cover ground at an appropriate pace for distance?</p> <p>Q2 How do I combine running and jumping in a hurdle race?</p> <p>Q3 How do I work as part of a team in a relay?</p> <p>Q4 How do I throw over increasingly longer distances?</p>	
PSHE/RSE	<p>Topic 1 Families and People</p> <p>How can we keep healthy as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility</p>	<p>Topic 2 Friendships and Communities</p> <p>Healthy and unhealthy habits, ill health, managing health issues, stress and mental health</p>		<p>Topic 3 Respect</p> <p>Celebrating Difference, respect and tolerance,</p>	<p>Topic 4 E safety</p> <p>How can the media influence People?</p> <p>Media literacy and digital resilience. influences and decision-making; online safety</p>	<p>Topic 5/6</p> <p>Being Safe /Emotional Wellbeing</p> <p>Emotional conflict, personal responsibility, FGM and forced marriage, asking for help</p>	<p>Topic 10 Growing and changing</p> <p>Peer pressure, transitions, worries, growing and changing</p>	
Enquiry Questions	<p>Q1. What can you do to keep yourself physically well?</p> <p>Q2. What foods are healthy/unhealthy?</p> <p>Q3. How do you keep your teeth clean – is there any more you can do?</p> <p>Q4. How can you protect yourself from the sun?</p>	<p>Q1. What can you do to keep yourself mentally well?</p> <p>Q2. What types of drugs do you know about?</p> <p>Q3. What makes you feel stressed?</p> <p>Q4. What helps you when you feel stressed?</p>		<p>Q1. What is prejudice and discrimination, can you give an example?</p> <p>Q2. Why is there an Equality Act in the UK?</p> <p>Q3. Who does it protect and why?</p> <p>• Why do some people choose to bully?</p>	<p>Q1. Who do you talk to online?</p> <p>Q2. What would you do if they said something that you didn't like?</p> <p>Q3. How do you know if a website is genuine?</p>	<p>Enquiry Questions</p> <p>Q1 How can we describe our emotions?</p> <p>Q2 What do we mean by conflicting emotions?</p> <p>Q3 What positive strategies can we develop?</p>	<p>Q1. What do we mean by peer pressure?</p> <p>Q2 how can we overcome it?</p> <p>Q3 where can we ask for help?</p> <p>Q4 What are you excited about in year six or secondary school?</p>	

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	<p>Q5. What strategies can you use to get a good night's sleep?</p> <p>Q5. How do you feel if you don't get enough sleep?</p> <p>Q6. Can a friend persuade you to do something that you know is not a healthy choice?</p> <p>Q7. Can family support in making healthy lifestyle choices/decisions?</p>	<p>Q5. What can you do if someone is putting pressure on you?</p>		<ul style="list-style-type: none"> • Can difference be a source of celebration? Can you give an example? • Does having Pause Points during lessons help you concentrate? • How does being able to do Calm me time help you regulate your emotions? 		<p>Q4 what support is available to manage emotions</p> <p>Q5 What increased freedoms do we gain as we get older?</p> <p>Q6 What is the difference between a risk and a hazard?</p> <p>Q7 How do we assess personal responsibility?</p> <p>Q8 How do we approach FGM and forced marriage?</p> <p>Key Vocabulary</p> <p>Emotions</p> <p>Conflict</p> <p>Resolution</p> <p>Strategies</p> <p>Responsibility</p> <p>FGM</p> <p>Forced marriage</p>	<p>Q5 What are you worried about in year six or secondary school?</p> <p>Q6 What can we do with these worries Q7 What will happen to your body over the next few years?</p> <p>Q8 How do we feel about these changes?</p> <p>Q9 What does mutual respect mean?</p> <p>Q9 Why is it important in a relationship?</p>	
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