



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE

Year : 5

Term : Autumn



Vocabulary

Knowledge

Understanding

Skills

What children will know

What children will understand

What children will be able to do

Define the word and include etymology if useful.

Learning	Teaching	Assessment
Remembering	Telling	Testing

Learning	Teaching	Assessment
Practising	Coaching	Observing

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Puberty - A developmental phase brought about by the action of hormones as part of the maturing process.

Sexual reproduction - The process whereby a new organism is created by combining the genetic material of two organisms.

Commitment - The act or an instance of keeping, or trusting another person; Being bound emotionally.

Marriage - A union of two people that creates a family tie and carries legal, social, and/or religious rights and responsibilities

Relationship - A way in which two or more people behave and are involved with each other

Period/ menstruation - The periodic discharging of the menses, the flow of blood and cells from the lining of the uterus in unfertilized females.

Further Scientific Vocabulary for RSE: cervix, labia, fallopian tube, clitoris, ovary, ovum, vulva, vagina, uterus, ovulation, sperm, urethra, pubic hair, arousal, erection, sexual intercourse, sex, ejaculate, conception, pregnancy

Relationship - A way in which two or more people behave and are involved with each other

Know what male and female sexual parts called and what do they do

Know what happens to the bodies of boys and girls when they reach puberty

Know families are made up in different ways

Know how we make sure we feel safe in our class and school

Know how we make new people feel welcome and valued

Understand that puberty affects people in different ways both physically and emotionally

Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly

Understand some basic reasons why a couple might choose to have children.

Understand how do we build good relationships in our class

Understand how I feel when I do something new

To be able to describe the main stages of how a baby is made, using some scientific vocabulary.

To be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.

To be able to describe some characteristics of a loving trusting relationship.

To be able to show awareness of some family arrangements which are different from theirs.

To be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.

																					
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<p>Safety/safe - The condition or feeling of being away from harm.</p> <p>Network – An interconnected directory of people maintained for support</p> <p>Support - To help</p> <p>Strategy - A plan of action intended to accomplish a specific goal.</p>	<p>Know which ways to calm down work for me</p> <p>Know how to solve problems</p> <p>Know who I can talk to when I need help</p> <p>Know the names of everyone in their class and be able to build new relationships.</p>	<p>Understand how I can help and support other people</p> <p>Understand what I'm good at and what I find difficult</p>	<p>To be able to identify a range of people in their Support Networks, and know how to access help and support.</p> <p>To have ideas for making new people feel welcome, and be able to offer support to others who need help.</p> <p>To have strategies for managing emotions in a new situation and in different contexts,</p>																		
<p>Bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p>Predjudice - An adverse judgment or opinion formed beforehand or without knowledge of the facts.</p> <p>Assertiveness - Boldly self-assured; confident without being aggressive</p> <p>Bystander – A person who, although present at some event, does not take part in it; an observer or spectator.</p> <p>Regulate - To control or direct according to rule, principle, or law</p> <p>Emotions - A person's internal state of being and response to an object or a situation</p> <p>Strategy - A plan of action intended to accomplish a specific goal.</p> <p>Defend - to support by words or writing; to vindicate, talk in favour of.</p>	<p>Know how to manage strong emotions</p> <p>Know what I can do when I realise I'm in a bad mood</p> <p>Know how to recognise how other people feel and respond to them</p> <p>Know how I cope when I disagree with someone</p> <p>Know how and from whom to get support when things are difficult</p>	<p>Understand what I am good at</p> <p>Understand what I find difficult</p> <p>Understand what I feel proud of about myself</p> <p>Understand how to support others when they need help</p> <p>Understand who to get help from and when</p>	<p>To be able to describe the key characteristics and forms of bullying.</p> <p>To be able to talk about personal reasons why someone may engage in bullying.</p> <p>To begin to identify and describe specific types of prejudice driven bullying.</p> <p>To be able to describe the different roles of those involved in a bullying situation.</p> <p>To be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.</p> <p>To be able to describe confidently and demonstrate a number of assertiveness techniques.</p> <p>To begin to identify places where bullying may take place in the community.</p>																		





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Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Target audience - The group of people at which an advert is aimed</p> <p>Emotional resilience - A person's ability to cope with stressful situations and change how they behave to make these situations easier to deal with.</p> <p>Blogs/blogging - blog (short for weblog) is an online site where a person or group ('bloggers') posts written entries and photos about their activities and opinions.</p> <p>Vlogs/vlogging Video blogs – as above, but posts are made in video form.</p> <p>Social media - Apps and websites that let people share words and photos with their friends and the public</p>	<p>Know how can I keep my growing and changing body clean</p> <p>Know that advertisers choose how people look in their adverts to help generate the emotional response they would like us to have when we see the advert. Advertisers may want to make us laugh, feel sadness or empathy for the people we see, relate to them and feel they are 'like us'.</p> <p>Know that some adverts can promote appearance ideals that make us compare ourselves with what we see, influencing our buying behaviour. These adverts are designed to suggest that if we buy that product, we might become a bit more like the people we see in the advert and as a result, a little happier.</p>			<p>Understand how advertising can influence my view of my body</p> <p>Understand that we can choose to question what we see in some adverts and remember that they are trying to influence our behaviour. Sometimes, if what we see is enhanced, life might never be like what we see in the advert.</p> <p>Understand that adverts are just a snapshot and people and life can be much more complicated than what is depicted in a short advert. We should not try to compare ourselves because we're all different. Instead, we should focus on valuing ourselves for what we already are.</p> <p>Understand that advertising is tightly regulated so adverts are not allowed to mislead, cause deep or wide offence or lead to harm.</p>			<p>To be able to celebrate our talents and what's already great, unique and special about ourselves by forming our own opinions and make our own decisions.</p> <p>To be able to build our emotional resilience – our ability to spring back and remain confident, rather than letting comparisons get us down.</p> <p>To be able to demonstrate through your daily appearance that your personal hygiene is effective.</p>		
<p>Identity – The qualities which make you you</p> <p>Community – A group sharing a common understanding, and often the same language, law, manners, and/or tradition.</p>	<p>Know about how they and others, including volunteers, contribute to the community.</p> <p>Know and recognise the negative effects of stereotyping and prejudice</p> <p>Know about the wider role of the media</p>			<p>Understand the negative effects of stereotyping</p> <p>Undersand what groups and communities you are part of</p>			<p>To be able to recognise aspects of their identity and understand how other people can influence their perception of themselves.</p>		



									
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<p>Stereotype – A person who is regarded as embodying or conforming to a set image or type.</p> <p>Prejudice – An adverse judgment or opinion formed beforehand or without knowledge of the facts.</p> <p>Perception – The organisation, identification and interpretation of sensory information.</p>				<p>Understand how voluntary organisations make a difference</p> <p>Understand about the role of the media and its possible influences</p>			<p>To be able to describe the ethnic make-up of their community and different groups that live in Britain.</p> <p>To be able to discuss the wider role of the media giving examples of possible influence on communities and individuals.</p>		
<p>Risk - A possible adverse event or outcome</p> <p>Consequence - A result of actions, especially if such a result is unwanted or unpleasant.</p> <p>Network - Any interconnected group or system</p> <p>Organisation - a group of people with an explicit purpose and written rules.</p> <p>Support - To help</p> <p>Emergency - A situation which poses an immediate risk and which requires urgent attention</p>	<p>Know how to respond supportively when someone shares a problem with them.</p> <p>Know how to help people who need support</p> <p>Know how to put someone in the recovery position and make an emergency call.</p> <p>Know how risky different situations are</p> <p>Know how can I keep myself and others safe?</p> <p>Know where can people go for help</p>			<p>Understand when might it be good to take risk</p> <p>Understand the different consequences of taking physical, emotional and social risks</p> <p>Understand when you are responsible for your own safety</p> <p>Understand how to get the attention of an adult if you need to</p> <p>Understand and use the 'Stop, Decide, Do' strategy</p> <p>Understand basic first aid</p>			<p>To be able to describe a positive and negative consequence of taking a risk.</p> <p>To be able to give an example of a physical, social and emotional risk.</p> <p>To be able to evaluate how risky something is and explain their reasoning.</p> <p>To be able to describe a situation where they are responsible for their own safety</p> <p>To be able to name some people in their network and organisations where people can get help and support.</p> <p>To be able to perform basic first aid</p>		
<p>Safe/safety – Safety/safe - The condition or feeling of being away from harm.</p> <p>Precaution – A measure taken beforehand to ward off risk or negative outcome. From the Latin 'pre' meaning before</p> <p>Prevent - To stop an outcome; to keep from doing something before it is due to happen From the Latin 'pre' meaning before</p>	<p>Know some hazards associated with cycling and describe precautions they can take.</p> <p>Know some of the reasons that trains can be dangerous and describe how to behave safely around trains.</p> <p>Know some danger so sunburn</p> <p>Know about electrical safety</p>			<p>Understand how to stay safe on the roads as cyclist or pedestrian and near railways</p> <p>Understand how to keep safe in the sun</p> <p>Understand what helps to make school a safe place</p> <p>Understand that exposure to electricity can be dangerous</p>			<p>To be able to explain basic road safety rules, e.g. Green Cross Code and railway safety</p> <p>To be able to describe a range of electrical risks in the home and how to avoid these</p> <p>To be able to suggest ways to reduce the risk of sunburn.</p>		



			
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Danger - Exposure to likely harm	Know about safety at school		To be able to describe rules for maintaining safety at school and suggest ways in which the possibilities of accidents can be reduced.



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Lifestyle - A style of living that reflects the attitudes and values of a person or group. Health – The state of being free from physical or psychological disease or illness; wellness. Wellbeing – A state of health, happiness and/or prosperity. Responsibility - A duty or obligation for which someone is held accountable	Know the benefit to being healthy and what being healthy means Know that a varied and balanced diet is important to health Know what or who influences you when you are making lifestyle choices	Understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity. Understand the benefits of physical activity for promoting health. Understand that behaviour, routines and a variety of influences affect their lifestyle choices.	To be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important. To be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves.



			
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<p>Persevere - To steadfastly pursue an undertaking, task, journey, or goal, even if hindered by distraction, difficulty, obstacles, or discouragement.</p> <p>Debate – A discussion, usually in an ordered or formal setting, often with more than two people, generally ending with a vote or other decision.</p> <p>Effective – Having the power to produce a required outcome</p> <p>Communicate – To share information or knowledge with someone; to tell.</p> <p>Evaluate – To draw conclusions from examining; to assess</p> <p>Influence - The power to affect, control or change something or someone</p>	<p>Know what your strengths and skills are and how are they seen by others</p> <p>Know that sharing your views effectively can help to negotiate with others to reach agreement</p> <p>Know some skills which might be useful in a range of jobs</p> <p>Know how to persevere</p>	<p>Understand that the ability to learn is a valuable skill.</p> <p>Understand and recognise influences on their decision making, including the media</p> <p>Understand the importance of having a voice and communicating your pinion effectively</p> <p>Understand the influence of effective evaluation on progress</p>	<p>To be able to explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health.</p> <p>To be able to identify their own strengths and skills, those of others and know how these can complement each other.</p> <p>To be able to talk about skills they would like to develop and hopes for the future.</p> <p>To be able to communicate effectively, using listening, negotiation, debating and chairing skills.</p> <p>To be able to use evaluation and feedback to inform future work.</p>
<p>Salary – A fixed amount of money paid to a worker, usually calculated on a monthly or annual basis</p> <p>Occupation – the productive activity, service, trade, or craft for which one is regularly paid; a job</p> <p>Manage – To direct or be in charge of.</p> <p>Effective – Having the power to produce a required outcome</p>	<p>Know that there are different ways to gain money</p> <p>Know what sort of things adults need to pay for</p> <p>Know how occupation links to wealth</p> <p>Know the links between trade, poverty and charities.</p> <p>Know that the choices we make and the ideas we have about money change</p>	<p>Understand that feelings around money can be complex, difficult and changeable</p> <p>Understand what we mean by poverty and</p> <p>Understand that managing money is complex and may involve risk but there are people who can help.</p> <p>Understand how our choices can have an impact on the local and wider communities.</p>	<p>To be able to discuss what money is, including history, trade and currencies.</p> <p>To be able to manage money effectively in real life situations</p> <p>To be able to make informed choices, tracking spending and keeping within a budget</p> <p>To be able to discuss the difference between occupations, the different levels of earnings that are paid and the</p>



									
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<p>Poverty – The quality or state of being poor; lack of money</p> <p>Charity – (An organisation that raises) the goods or money given to those in need</p>	according to individual circumstances, values, beliefs and culture			Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community			educational routes to take to achieve your chosen occupation		