



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE

Year : 6

Term : Autumn

																					
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<p>Relationship - A way in which two or more people behave and are involved with each other</p> <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>Family - A group of people who are closely related to one another</p>	<p>Know who is in your network of relationships and how has it can change</p> <p>Know what different kinds of families there are</p> <p>Know who to get support from and how to support others</p> <p>Know how to get support from people they trust and how they can support other people.</p> <p>Know strategies for managing some of the pressures in relationships.</p>	<p>Understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations.</p> <p>Understand how to manage some of the pressures on my relationships</p> <p>Understand in what way is it positive to have differences between people</p> <p>Understand how to develop new friendships and maintain existing ones</p>	<p>To be able to identify the special people in their networks and to recognise how their networks have changed and developed.</p> <p>To be able to develop ways of beginning new friendships and of maintaining existing ones during times of change.</p> <p>To be able to recognise and value differences between people and how that can be a positive aspect of their friendships.</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>Know what bullying is</p> <p>Know why a person or group of people may feel the need to have power over another person or group of people</p> <p>Know how to respond to bullying and seek support where necessary</p>	<p>Understand peer pressure can affect a situation</p> <p>Understand simple strategies to intervene in a bullying situation</p> <p>Understand how to defend a person who is being bullied.</p>	<p>To be able to describe the key characteristics and forms of bullying.</p> <p>be able to talk about personal reasons why someone may engage in bullying.</p> <p>To be able 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 confidently and demonstrate a number of assertiveness techniques.</p>																		

			
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<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 - o support by words or writing; to vindicate, talk in favour of.</p>			<p>To begin to identify places where bullying may take place in the community.</p>
<p>Budget - The amount of money or resources available for a particular activity or time-frame.</p> <p>Manage - To direct or be in charge of.</p> <p>Trade – Buying and selling of goods and services</p> <p>Poverty - The quality or state of being poor; lack of money</p> <p>Debt - The state or condition of owing something to another.</p> <p>Charity - An organization, the objective of which is to carry out a charitable purpose. The goods or money given to those in need.</p> <p>Savings - A reduction in cost or expenditure. Something (usually money) that is kept for the future.</p>	<p>Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.</p> <p>Know the different aspects of money, including history, trade and currencies.</p> <p>Know the links between poverty, trade and charities.</p>	<p>Understand why people don't get all the money they earn?</p> <p>Understand that managing money is complex and may involve risk but there are people who can help</p> <p>Understand that feelings around money can be complex, difficult and changeable</p> <p>Understand how our choices can have an impact on the local and wider communities.</p> <p>Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.</p>	<p>To have a broad view of what money is, including history, trade and currencies.</p> <p>To have a broad view of what we mean by poverty and know something of its links with trade and charities.</p> <p>To be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget</p>





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<p>Relationship - A way in which people behave and are involved with each other</p> <p>Love - A profound and caring affection towards someone</p> <p>Trust- Confidence in or reliance in a person</p> <p>Society -A long-standing group of people sharing cultural aspects such as language, dress, norms of behaviour</p> <p>Puberty -A developmental phase brought about by the action of hormones as part of the maturing process</p> <p>Scientific vocabulary for RSE in Yr 5/6: Puberty, Sexual reproduction, Internal body parts, commitment, marriage stable relationship, development, period, menstruation, cervix, labia, fallopian tube, clitoris, ovary, ovum, vulva, vagina, uterus, ovulation, sperm Seminal vesicle, urethra, pubic hair, voice breaking arousal, erection, sexual intercourse, sex, ejaculate, conception, pregnancy, sanitary towel, tampon, body odour, deodorant.</p>	<p>Know how babies are made</p> <p>Know why some couples may choose to have children</p> <p>Know how to express feelings positively through puberty</p> <p>Know the different types of a loving trusting relationships within society</p>	<p>Understand that puberty affects people in different ways both physically and emotionally</p> <p>Understand some basic reasons why a couple might choose to have children.</p> <p>Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.</p> <p>Understand what a loving trusting relationship looks like within society</p>	<p>To be able to describe the main stages of how a baby is made, using some scientific vocabulary.</p> <p>To be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.</p> <p>To be able to describe some characteristics of a loving trusting relationship.</p> <p>To be able to show awareness of some family arrangements which are different from theirs.</p>																		



									
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<p>Democracy - A government under the direct or representative rule of the people of its jurisdiction.</p> <p>Council - A committee that leads or governs</p> <p>Parliament - A committee that leads or governs; an assembly whose elected or appointed members meet to debate the major political issues of the day</p> <p>Right – something recognised and expected that you are allowed</p> <p>Rules – a set of agreed measure that must be followed</p> <p>Responsibility - A duty, obligation or liability for which someone is held accountable.</p> <p>Law - The body of binding rules and regulations, customs and standards established in a community by its legislative and judicial authorities.</p>	<p>Know can I contribute to making and changing rules in school</p> <p>Know what the basic rights of children and adults are</p> <p>Know why we have laws in our country</p> <p>Know how democracy works in our community and in our country</p> <p>Know what do councils, councillors, parliament and MPs do</p> <p>Know why rules and laws are needed in society and explain some reasons why people sometimes break them</p>	<p>Understand how rights and responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations</p> <p>Understand the role of parliament, MPs, local councils and councillors and link this with school councils</p> <p>Understand the basic rights of children and adults in our country</p>	<p>To be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.</p> <p>To be able to identify some of the links between rights, rules and responsibilities.</p> <p>To be able to discuss the role of a democratic parliament and councils within our country</p> <p>To be able to express their views on a moral or social question and listen to the views of others, e.g in a debate</p>						
<p>Online – actively connected to the Internet or to some other communications service.</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>Assertive – Boldly self-assured; confident without being aggressive.</p>	<p>Know the key characteristics and forms of bullying.</p> <p>Know ways of preventing bullying in school and the wider community</p> <p>Know how peer pressure can affect bullying</p> <p>Know that being assertive is not the same as being aggressive</p>	<p>Understand how bullying can affect people's behaviour and wellbeing</p> <p>Understand how people's responses to bullying might improve or worsen a situation</p> <p>Understand the reasons why people may bully or be bullied</p> <p>Understand that bullying may take place in a range of places including online</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 be able 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>						

									
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<p>Prejudice – A judgment or opinion formed beforehand or without knowledge of the facts.</p> <p>Community – A group sharing a common understanding, and often the same language, law, manners, and/or tradition.</p> <p>Characteristic - A distinguishing feature of a person or thing.</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 be able to identify places where bullying may take place in the community or online.</p>		



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<p>Honesty – The act, quality, or condition of being truthful</p> <p>Trust – Confidence in or reliance on a person</p>	<p>Know what to do to help keep myself safer</p> <p>Knowhow to be assertive</p> <p>Know who is now in your network of support and how is it changing</p>	<p>Understand your own responsibility for your personal safety</p> <p>Understand when you should or should not keep a secret for yourself or for a friend</p>	<p>To be able to contribute to discussions about personal safety by listening to other view points and looking beneath the surface.</p> <p>To be able to review trusted adults on their Network of Support.</p>						



									
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<p>Assertive – Boldly self-assured; confident without being aggressive.</p> <p>Intimate – Personal; private.</p> <p>Safe/safety - The condition or feeling of being away from harm.-</p>	<p>Know when and how should to ask for help</p>	<p>Understand how to contribute to discussions around problem solving.</p> <p>Understand that no-one should touch the intimate parts of their bodies.</p>	<p>To be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty.</p> <p>To be able to define what risk and peer group pressure are and how to respond to them using safety planning.</p> <p>To be able to identify touches which break personal boundaries</p>						
<p>Expreience – personal and direct impressions of an event</p> <p>Change – when something or someone becomes different</p> <p>Emotion - A person's internal state of being; how they feel</p> <p>Cope - To deal effectively with something, especially if difficult.</p> <p>Strategy - A plan of action intended to accomplish a specific goal.</p>	<p>Know what different changes we might we experience in life milestones</p> <p>Know how changes have already affected my life experiences</p> <p>Know that my friendships and relationships with others will naturally change</p> <p>Know that people grieve in different ways</p> <p>Know how you might feel when you move to another school</p> <p>Know how they can access support and how they can support other people.</p>	<p>Understand and recognise emotions associated with loss and change</p> <p>Understand how experiences and feelings can change us as people.</p> <p>Understand that there are emotional connections to losing something or someone or if things change</p> <p>Understand that help is available to you if you need it and where to get it from</p>	<p>To be able to identify a range of situations which involve loss and change.</p> <p>To be able to identify what might help when experiencing difficult emotions.</p> <p>To be able to reflect on their own experiences of change and describe some ways they have affected them.</p> <p>To be able to use strategies for coping with future changes, including transition to secondary school</p>						
<p>Legal – allowed by law</p> <p>Illegal – not allowed by law</p> <p>Accurate – an exact or true representation</p> <p>Drug – A substance used to treat an illness, relieve a symptom, or modify a chemical process in the body for a specific purpose.</p>	<p>Know that some drugs are medical and soe non-medical; soe ar elegal and some illegal.</p> <p>Know the difference between the media protyal and reality of drugs</p> <p>Know the risks involved with drug misuse</p> <p>Know where to seek reiable support and information</p>	<p>Understand some of the laws relating to drugs.</p> <p>Understand the possible physical and psychological effects of drugs</p> <p>Understand the influence that peers can have on drug misuse</p> <p>Understand the media representation of drugs may not reflect reality</p>	<p>To be able to categorise drugs as medical, non-medical, legal and illegal.</p> <p>To be able to distinguish between the reality of drug use and media representations.</p> <p>To be able to identify risk and risk management strategies and know where they can get support.</p>						

									
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<p>Medicine – A substance which specifically promotes healing when ingested or consumed in some way; a treatment</p> <p>Risk – The probability of a negative outcome to a decision or event.</p> <p>Persuade – To successfully convince someone to agree to, accept, or do something</p> <p>Influence – The power to affect, control or manipulate something or someones conduct, thoughts or decisions.</p> <p>Choice – An option; a decision; an opportunity to choose or select something</p> <p>Safe/safety - The condition or feeling of being away from harm.</p>			<p>To be able to recognise influence and pressure and have related this to peers and the media.</p> <p>To be able to sources reliable and accurate information.</p>						