



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 6 - Health

Term : Autumn One



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

PSHE

Know to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

Know to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; that it is important to discuss feelings with a trusted adult

Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

Know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

Know to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others



Understanding

What children will understand

Learning Teaching Assessment

Practising

Coaching

Observing

Understand some of the laws relating to drugs.

Understand the possible physical and psychological effects of drugs

Understand the influence that peers can have on drug misuse

Understand the media representation of drugs may not reflect reality

Understand and recognise emotions associated with loss and change

Understand how experiences and feelings can change us as people.

Understand that there are emotional connections to losing something or someone or if things change

Understand that help is available to you if you need it and where to get it from



Skills

What children will be able to do

Learning Teaching Assessment

Reflecting

Facilitating

Evaluating

To be able to categorise drugs as medical, non-medical, legal and illegal.

To be able to distinguish between the reality of drug use and media representations.

To be able to identify risk and risk management strategies and know where they can get support.

To be able to recognise influence and pressure and have related this to peers and the media.

To be able to sources reliable and accurate information.

To be able to identify a range of situations which involve loss and change.

To be able to identify what might help when experiencing difficult emotions.

To be able to reflect on their own experiences of change and describe some ways they have affected them.

To be able to use strategies for coping with future changes, including transition to secondary school

			
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
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>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>Know why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>Know the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>Know the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>		
<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>RSE</p> <p>Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.</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>



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 6 - Bullying

Term : Autumn Two

Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
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<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 - o support by words or writing; to vindicate, talk in favour of.</p>	<p>PSHE Know about discrimination - what it means and how to challenge it</p> <p>Know that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Know to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>Know the importance in respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background</p> <p>Know to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</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>Understand the different ways that people can be bullied.</p> <p>Understand what prejudiced-based bullying is and how we can limit it from happening.</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>be able to talk about personal reasons why someone may engage in bullying.</p> <p>To be 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 confidently and demonstrate a number of assertiveness techniques.</p> <p>To begin to identify places where bullying may take place in the community.</p>																		



			
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
Online – actively connected to the Internet or to some other communications service.	Remembering Telling Testing	Practising Coaching Observing	Reflecting Facilitating Evaluating
<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>RSE</p> <p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.</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>



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 6 – Keeping Safe

Term : Spring One

			
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
	<small>Remembering</small> <small>Telling</small> <small>Testing</small>	<small>Practising</small> <small>Coaching</small> <small>Observing</small>	<small>Reflecting</small> <small>Facilitating</small> <small>Evaluating</small>
<p>Honesty – The act, quality, or condition of being truthful</p> <p>Trust – Confidence in or reliance on a person</p> <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>Legal – allowed by law</p> <p>Illegal – not allowed by law</p> <p>Accurate – an exact or true representation</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>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>Know when and how should to ask for help</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 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>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>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 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> <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>To be able to identify risk and risk management strategies and know where they can get support.</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>



																					
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<p><u>RSE – My Relationships</u></p> <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>Predjudice - An adverse judgment or opinion formed beforehand or without knowledge of the facts.</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>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>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>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 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>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 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>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>						



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 6 – Economic Wellbeing

Term : Spring Two

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<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>																		
<p>RSE – My Beliefs</p> <p>Predjudice - An adverse judgment or opinion formed beforehand or without knowledge of the facts.</p>	<p>Know what prejudice-based bullying is</p> <p>Know why a person or group of people may feel the need to have</p>	<p>Understand peer pressure can affect a situation</p> <p>Understand simple strategies to intervene in a bullying situation</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>																		



			
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Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
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<p>FGM – Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.</p> <p>Universal rights – Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.</p> <p>Culture - the ideas, customs, and social behaviour of a particular people or society.</p>	<p>power over another person or group of people</p> <p>Know how to respond to bullying and seek support where necessary Know what FGM is and be able to explain it</p> <p>Know what universal rights are and elements included</p>	<p>Understand how to defend a person who is being bullied.</p> <p>Understand the difference between different types of bullying</p> <p>Understand what prejudice-based bullying is and how we can help people affected</p> <p>Understand what FGM is and where to access support for people</p> <p>Understand what human rights are and that they are non-negotiable</p>	<p>To understand the difference between different types of bullying</p> <p>To identify what prejudice-based bullying is and how we can help people affected</p> <p>To explain what FGM is and where to access support for people</p> <p>To begin to identify what human rights are and that they are non-negotiable</p>

 **Orton Wistow Primary School – Curriculum Plan** 

Subject : PSHE & RSE

Year : 6 – Rules

Term : Summer One

									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
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>Parliament - (in the UK) the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons</p> <p>MP - a Member of Parliament</p> <p>Council - a body of people elected to manage the affairs of a city, county or other group</p> <p>Councillor – elected people on a council</p> <p>Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives</p> <p>Citizenship - the position or status of being a citizen of a particular country</p> <p>Moral - concerned with the principles of right and wrong behaviour</p>	<p>To know about the role of parliament and MPs.</p> <p>To know about local councils and the role of councillors.</p> <p>To understand how democratic elections work at school and nationally and how people represent or act on behalf of others.</p> <p>To take part in a project which develops active citizenship skills.</p> <p>To be able to discuss and debate moral and social questions and develop their own views.</p>			<p>Understand the role of parliament and MPs.</p> <p>Understand local councils and the role of councillors.</p> <p>Understand how democratic elections work at school and nationally and how people represent or act on behalf of others.</p> <p>Understand how to take part in a project which develops active citizenship skills.</p> <p>Understand how to discuss and debate moral and social questions and develop their own views.</p>			<p>Explain the role of parliament and MPs.</p> <p>Describe local councils and the role of councillors.</p> <p>List how democratic elections work at school and nationally and how people represent or act on behalf of others.</p> <p>Take part in a project which develops active citizenship skills.</p> <p>Discuss and debate moral and social questions and develop their own views.</p>		

									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
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<p>Infection - the process of infecting or the state of being infected</p> <p>Sexual intercourse – when two people have sexual interaction with their genitals</p> <p>Condom - a thin rubber sheath worn on a man's penis during sexual intercourse as a contraceptive or as a protection against infection</p>	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.			Understand that infections can be shared during sexual intercourse, and that a condom can help prevent this.			Explain that infections can be shared during sexual intercourse, and that a condom can help prevent this.		



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 6 – Sense of Self

Term : Summer Two



Vocabulary

Define the word and include etymology if useful.

Characteristic - a feature or quality belonging typically to a person, place, or thing and serving to identify them

Attractiveness - the quality of being pleasing or appealing to the senses

Priority - the fact or condition of being regarded or treated as more important than others

Influence - the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself

Fashion - a popular or the latest style of clothing, hair, decoration, or behaviour

Popular - liked or admired by many people or by a particular person or group



Knowledge

What children will know

Learning

Remembering

Teaching

Telling

Assessment

Testing

To explore why certain characteristics contribute towards people's views of attractiveness.

To explore through survey data how some children and young people currently feel about themselves.

To explore life priorities and understand how these affect choices about how time and money is spent.

To develop understanding of various influences (including that of the media) on people's views of themselves.

To investigate the idea of 'fashion' and what makes something 'fashionable', popular or desirable.

To compare how people can be represented and viewed differently through a range of media.

To understand what is meant by a "positive body image" and to reflect on their perception of themselves.



Understanding

What children will understand

Learning

Practising

Teaching

Coaching

Assessment

Observing

Understand why certain characteristics contribute towards people's views of attractiveness.

Understand through survey data how some children and young people currently feel about themselves.

Understand life priorities and understand how these affect choices about how time and money is spent.

Understand various influences (including that of the media) on people's views of themselves.

Understand the idea of 'fashion' and what makes something 'fashionable', popular or desirable.

Understand how people can be represented and viewed differently through a range of media.

Understand what is meant by a "positive body image" and to reflect on their perception of themselves.



Skills

What children will be able to do

Learning

Reflecting

Teaching

Facilitating

Assessment

Evaluating

Explain why certain characteristics contribute towards people's views of attractiveness.

Look at survey data to explain how some children and young people currently feel about themselves.

Explore life priorities and understand how these affect choices about how time and money is spent.

Develop understanding of various influences (including that of the media) on people's views of themselves.

Investigate the idea of 'fashion' and what makes something 'fashionable', popular or desirable.

Compare how people can be represented and viewed differently through a range of media.

Explain what is meant by a "positive body image" and to reflect on their perception of themselves.



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
	<p>To recognise how they can develop a positive frame of mind and how this affects body image.</p> <p>To identify possible steps that might help them to address their own body image positively.</p> <p>To be aware of the link between changes (physical and emotional) at puberty and how they might view themselves or feel about themselves.</p>	<p>Understand how they can develop a positive frame of mind and how this affects body image.</p> <p>Understand possible steps that might help them to address their own body image positively.</p> <p>Understand the link between changes (physical and emotional) at puberty and how they might view themselves or feel about themselves.</p>	<p>Recognise how they can develop a positive frame of mind and how this affects body image.</p> <p>Identify possible steps that might help them to address their own body image positively.</p> <p>Describe the link between changes (physical and emotional) at puberty and how they might view themselves or feel about themselves.</p>						

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Confidence - the feeling or belief that one can have faith in or rely on someone or something</p> <p>Skills - the ability to do something well</p> <p>Independence - the fact or state of being independent</p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p>	<p>Understand how to develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p>	<p>Explain when, who and how to ask for help independently, or with support.</p>						