



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 5 - Health

Term : Autumn One



Vocabulary

Define the word and include etymology if useful.

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

Target audience - The group of people at which an advert is aimed

Emotional resilience - A person's ability to cope with stressful situations and change how they behave to make these situations easier to deal with.

Social media - Apps and websites that let people share words and photos with their friends and the public



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

PSHE

Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

Know strategies and behaviours - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends - can support mental health and wellbeing

Know to recognise that feelings can change over time and range in intensity

Know everyday things that affect feelings and the importance of expressing feelings

Know a varied vocabulary to use when talking about feelings; how to express feelings in different ways

Know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

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.

Understand the factors that help and hinder our mental health, such as sleep, etc.

Understand where to get help if we feel our physical and mental health being affected negatively.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

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.

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.

									
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>Puberty - A developmental phase brought about by the action of hormones as part of the maturing process.</p> <p>Commitment - The act or an instance of keeping, or trusting another person; Being bound emotionally.</p> <p>Marriage - A union of two people that creates a family tie and carries legal, social, and/or religious rights and responsibilities</p> <p>Relationship - A way in which two or more people behave and are involved with each other</p>	<p>RSE</p> <p>Pupils can anticipate how their emotions may change as they approach and move through puberty</p>	<p>Understand that puberty affects people in different ways both physically and emotionally</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 some basic reasons why a couple might choose to have children.</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 : 5 – Bullying

Term : Autumn Two



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Prejudice - An adverse judgment or opinion formed beforehand or without knowledge of the facts.

Assertiveness - Boldly self-assured; confident without being aggressive

Bystander – A person who, although present at some event, does not take part in it; an observer or spectator.

Regulate - To control or direct according to rule, principle, or law

Emotions - A person's internal state of being and response to an object or a situation

Strategy - A plan of action intended to accomplish a specific goal.

Defend - o support by words or writing; to vindicate, talk in favour of.

PSHE

Know how friendships can change over time, making new friends and the benefits of having different types of friends

Know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

Know to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Know the impact of bullying, including offline and online, and the consequences of hurtful behaviour

Know strategies to respond to hurtful behaviour, experienced or witnessed and offline or online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

Understand what I am good at

Undertsand what I find difficult

Undersand what I feel proud of about myself

Understand how to support others when they need help

Understand who to get help from and when

To be able to describe the key characteristics and forms of bullying.

To be able to talk about personal reasons why someone may engage in bullying.

To begin to identify and describe specific types of prejudice driven bullying.

To be able to describe the different roles of those involved in a bullying situation.

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.

To be able to describe confidently and demonstrate a number of assertiveness techniques.

To begin to identify places where bullying may take place in the community.

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

RSE

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

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



									
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>Sexual reproduction - The process whereby a new organism is created by combining the genetic material of two organisms.</p> <p>Period/ menstruation - The periodic discharging of the menses, the flow of blood and cells from the lining of the uterus in unfertilized females.</p> <p>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</p>	Pupils can anticipate how their body may change as they approach and move through puberty.			<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 some basic reasons why a couple might choose to have children.</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 : 5 – Keeping Healthy

Term : Spring One



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning

Teaching

Assessment

Remembering

Telling

Testing



Understanding

What children will understand

Learning

Teaching

Assessment

Practising

Coaching

Observing



Skills

What children will be able to do

Learning

Teaching

Assessment

Reflecting

Facilitating

Evaluating

<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>Danger - Exposure to likely harm</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> <p>To be able to describe rules for maintaining safety at school and suggest ways in which</p>



	Know about safety at school		the possibilities of accidents can be reduced.
<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>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 how we make sure we feel safe in our class and school</p> <p>Know how we make new people feel welcome and valued</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 do we build good relationships in our class</p> <p>Understand how I feel when I do something new</p> <p>Understand how I can help and support other people</p> <p>Understand what I m good at nd what I find difficult</p>	<p>To be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.</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>





Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 5 – Economic Wellbeing

Term : Spring Two



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning

Remembering

Teaching

Telling

Assessment

Testing



Understanding

What children will understand

Learning

Practising

Teaching

Coaching

Assessment

Observing



Skills

What children will be able to do

Learning

Reflecting

Teaching

Facilitating

Assessment

Evaluating

Salary – A fixed amount of money paid to a worker, usually calculated on a monthly or annual basis

Occupation – the productive activity, service, trade, or craft for which one is regularly paid; a job

Manage – To direct or be in charge of.

Effective – Having the power to produce a required outcome

Poverty – The quality or state of being poor; lack of money

Charity – (An organisation that raises) the goods or money given to those in need

Know that there are different ways to gain money

Know what sort of things adults need to pay for

Know how occupation links to wealth

Know the links between trade, poverty and charities.

Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.

Understand that feelings around money can be complex, difficult and changeable

Understand what we mean by poverty and

Understand that managing money is complex and may involve risk but there are people who can help.

Understand how our choices can have an impact on the local and wider communities.

Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community

To be able to discuss what money is, including history, trade and currencies.

To be able to manage money effectively in real life situations

To be able to make informed choices, tracking spending and keeping within a budget

To be able to discuss the difference between occupations, the different levels of earnings that are paid and the educational routes to take to achieve your chosen occupation

RSE – My Beliefs

Identity – The qualities which make you you

Community – A group sharing a common understanding, and often the same language, law, manners, and/or tradition.

Know about how they and others, including volunteers, contribute to the community.

Know and recognise the negative effects of stereotyping and prejudice

Know about the wider role of the media

Understand the negative effects of stereotyping

Understand what groups and communities you are part of

Understand how voluntary organisations make a difference

To be able to recognise aspects of their identity and understand how other people can influence their perception of themselves.

To be able to describe the ethnic make-up of their community and different groups that live in Britain.



<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>Orientation - a person's basic attitude, beliefs, or feelings in relation to a particular subject or issue.</p>	<p>Know about homophobia and transphobia and how it may affect the people who deal with it</p>	<p>Understand about the role of the media and its possible influences</p>	<p>To be able to discuss the wider role of the media giving examples of possible influence on communities and individuals.</p>
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Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 5 - Rules

Term : Summer One



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Rules - a set of understood regulations within a particular area of activity

Responsibility - the state or fact of having a duty to deal with something or of having control over someone

Safety - the condition of being protected from or unlikely to cause danger, risk, or injury

Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives

Representative - a person chosen or appointed to act or speak for another or others

To understand the basic rights of children and who is responsible for ensuring they are achieved.

To understand how rights, rules and responsibilities affect them and others in class and in the school.

To take an active role in making and changing rules and in carrying them out.

To recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school

To understand why rules and laws are needed in society.

Understand the basic rights of children and who is responsible for ensuring they are achieved.

Understand how rights, rules and responsibilities affect them and others in class and in the school.

Understand how to take an active role in making and changing rules and in carrying them out.

Understand that there may be differences and sometimes conflict between rights and responsibilities at home and at school

Understand why rules and laws are needed in society.

Explain the basic rights of children and who is responsible for ensuring they are achieved.

Describe how rights, rules and responsibilities affect them and others in class and in the school.

Actively participate in making and changing rules and in carrying them out.

Recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school

Explain why rules and laws are needed in society.



									
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
<p>Strategy – a plan of action designed to achieve a long-term or overall aim</p> <p>Permission - the action of officially allowing someone to do a particular thing; consent or authorisation</p>	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.			Understand strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.			List strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.		



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 5 – Sense of Self

Term : Summer Two



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Identity - the fact of being who or what a person or thing is

Perception - the way in which something is regarded, understood, or interpreted

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

Ethnicity - the quality or fact of belonging to a population group or subgroup made up of people who share a common cultural background or descent

Community - a group of people living in the same place or having a particular characteristic in common

Stereotype - a widely held but fixed and oversimplified image or idea of a particular type of person or thing

Prejudice - preconceived opinion that is not based on reason or actual experience

To explore their identity and that of other people, and how other people's perceptions can influence views of identity

To understand aspects of the ethnic make-up of the local community and the national context.

To recognise the negative effects of stereotyping and prejudice.

To recognise the different communities they belong to, and to explore the contribution they and others make to their community.

To understand the role of volunteers and voluntary organisations.

To know about the role of the media, and understand how it can influence them and their community.

To understand some ways of caring for the environment and the contribution they can make.

Understand their identity and that of other people, and how other people's perceptions can influence views of identity

Understand aspects of the ethnic make-up of the local community and the national context.

Understand the negative effects of stereotyping and prejudice.

Understand the different communities they belong to, and to explore the contribution they and others make to their community.

Understand the role of volunteers and voluntary organisations.

Understand the role of the media, and understand how it can influence them and their community.

Understand some ways of caring for the environment and the contribution they can make.

Explain their identity and that of other people, and how other people's perceptions can influence views of identity

Describe aspects of the ethnic make-up of the local community and the national context.

Recognise the negative effects of stereotyping and prejudice.

Explain the different communities they belong to, and to explore the contribution they and others make to their community.

Describe the role of volunteers and voluntary organisations.

Identify the role of the media, and understand how it can influence them and their community.

List some ways of caring for the environment and the contribution they can make.



									
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
<p>Explicit - stated clearly and in detail, leaving no room for confusion or doubt</p> <p>Accidental - happening by chance, unintentionally, or unexpectedly</p> <p>Image - the general impression that a person, organisation, or product presents to the public</p>	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.	Understand how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.			Describe how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.					