

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Autumn 1



Unit: Beginning and Belonging



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>positive – bringing something good, or giving some kind of advantage.</p> <p>relationship – a connection between people</p> <p>emotion – feelings</p> <p>cooperate – to work with others Support</p> <p>ground rules - basic rules governing the behaviour in a given situation</p> <p>network of support – A group of people who someone trusts .</p> <p>safe – providing protection from harm, loss, or danger.</p>	<p>How to contribute to creating a safe and happy classroom through developing ground rules.</p> <p>What they can do to build positive relationships in class.</p> <p>What it feels like to be in new situations.</p> <p>Strategies to cope if they are new in a situation.</p> <p>How to welcome others who are new to their class and school.</p> <p>How to identify their own support networks, including people in different contexts in their lives, and will develop skills to enable them to</p>	<p>What a safe and happy classroom is like and how ground rules contribute to this.</p> <p>What a positive relationship looks like and how they can build these in class.</p> <p>That a new situation comes with possible new feelings and emotions and how this could feel.</p> <p>How to deal with these new feelings.</p> <p>What a Network of Support is and how to identify these in their own lives.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class</p> <p>Identify emotions that they or someone else might feel in a</p>

<p>situation – state of affair, circumstance</p> <p>support – to help during a time of trouble or stress</p> <p>trusted adult – a person over the age of 18 who someone knows well and can trust.</p> <p>trust - a belief in the strength or truth of a person or thing</p>	<p>access help and support and to help others.</p>	<p>How these can be used to help people.</p> <p>Who a trusted adult is. Why it is important to have trusted adults and how these can help in a way that a trusted child could not</p>	<p>new situation, and will know some ways to help someone who is new to the class and the school</p> <p>Identify people at home, at school and in other contexts of their lives to include in their support networks</p> <p>Know how they can access support and some ways they can help other people.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3/4

Term: Autumn 1 and 2



Unit: Anti-Bullying



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p>cyberbullying – bullying that happens online or using electronic communication devices.</p> <p>verbal bullying – using words to bully someone</p> <p>physical bullying – physically hurting someone – eg. pushing, hitting, kicking</p> <p>prejudicial bullying - includes bullying based on someone's race, religion, or other personal characteristics.</p>	<p>The definition of bullying.</p> <p>What the key characteristics of bullying are and the range of situations that bullying can occur in, including cyberbullying.</p> <p>That unkind behaviour and friendship issues are not always bullying.</p> <p>Possible reasons why bullying happens.</p> <p>That prejudice driven bullying can happen and they will begin to explore the negative role that stereotyping plays in prejudice driven bullying.</p>	<p>What bullying is and its key characteristics.</p> <p>The difference between bullying and unkind behaviour.</p> <p>What cyberbullying is and where it can take place.</p> <p>Why bullying can happen.</p> <p>What prejudice means, what a stereotype is and how these can lead to bullying of a person or group of people.</p> <p>That bullying can cause harm, both physically and mentally to those who are bullied and those who</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>IS Internet Safety & Harms</p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying</p> <p>Understand that sometimes people are bullied because of issues</p>

<p>indirect bullying – trying to ruin someone’s reputation by spreading rumours and gossiping behind someone’s back. Purposely excluding someone from an activity or game.</p> <p>repetition – when something happens again and again</p> <p>intentional – carried out on purpose</p> <p>prejudice - 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>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>The possible feelings of children who are bullied, those that witness bullying and those who bully others.</p> <p>The possible long term impact that bullying often has on people’s mental wellbeing.</p> <p>How the behaviour and response of bystanders can improve or worsen a situation.</p> <p>That there are strategies that they can use to keep themselves safe from bullying and that they can befriend and support children who have been bullied.</p> <p>Where bullying may occur in their school and in the local community and develop strategies to ensure that the school is a safe place where positive relationships are fostered.</p>	<p>witness bullying. What the possible feelings of this are.</p> <p>Who a bystander is and the role that they can play in a bullying situation: that this can be positive or negative.</p> <p>That someone can keep themselves safe from bullying and how they can do this.</p> <p>Where bullying may happen in school and the local area.</p> <p>What they can do to help to ensure that the school is a safe place.</p>	<p>relating to their identity e.g. ethnicity, religion, culture or family life</p> <p>Describe how those involved in bullying including those who bully others may feel</p> <p>Describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation</p> <p>Provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur.</p>
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<p>stereotype - a standardised and usually oversimplified and inaccurate conception held in common by many people.</p> <p>online – actively connected to the Internet or to some other communications service.</p> <p>positive – bringing something good, or giving some kind of advantage.</p> <p>relationship – a connection between people</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Autumn 2



Unit: Family and Friends



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>network of support – A group of people who someone trusts</p> <p>support – to help during a time of trouble or stress</p> <p>relationship – a connection between people</p> <p>positive – bringing something good, or giving some kind of advantage.</p> <p>pressure - a strong influence or burden on the mind or emotions</p> <p>diverse- being different</p> <p>individual – one person</p>	<p>The qualities of a good friend and to be able to reflect on their own friendship skills.</p> <p>Strategies for managing friendship problems and to be able to support their friends.</p> <p>About and be able to cope with changes in friendship patterns and situations.</p> <p>How to identify and value similarities and differences between themselves and their classmates.</p> <p>What it means to be able to see things from another point of view, and to use this in resolving conflict.</p>	<p>What makes a good friend</p> <p>That there are strategies for managing friendships</p> <p>How to support their friends</p> <p>That friendships can change over time</p> <p>That we are all different and the value to this</p> <p>How they can resolve conflicts</p> <p>What point of view means and how to see other points of view</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>CF Caring Friendships</p> <p>OR Online Relationships</p> <p>BS Being Safe</p> <p>Describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.</p> <p>Understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.</p>

<p>value - the worth, importance, or usefulness of something</p> <p>point of view – a way of looking at something</p> <p>conflict - to disagree strongly; differ</p> <p>special - different from others; unique</p>	<p>How to identify people who are special to them and to recognise how they affect each other.</p> <p>How to recognise different patterns of family life, including their own and those of others they know.</p> <p>How to identify people they can talk to if they need support, and to have strategies for sharing their concerns.</p>	<p>The impact they can have on others' lives</p> <p>The impact other people can have on their lives</p> <p>The make-up of different family structures</p> <p>What a network of support is and how to identify theirs</p>	<p>Identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation.</p> <p>Identify special people in their support networks, and know from whom and how to access support.</p> <p>Recognise that people live in different family patterns.</p>
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