

# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

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><b>positive</b> – bringing something good, or giving some kind of advantage.</p> <p><b>relationship</b> – a connection between people</p> <p><b>emotion</b> – feelings</p> <p><b>cooperate</b> – to work with others Support</p> <p><b>ground rules</b> - basic rules governing the behaviour in a given situation</p> <p><b>network of support</b> – A group of people who someone trusts .</p>	<p>They can participate in developing ground rules for the class and in exploring what they mean in practice.</p> <p>How to take part in activities to build positive relationships in the class and to develop their skills of cooperation.</p> <p>How to explore the range of new situations they or others may find themselves in, and the emotions they or others may experience.</p> <p>How to develop strategies for coping with new emotions.</p> <p>They will also revisit and develop their own Networks of Support, and</p>	<p>What ground rules are and how these relate to their lives and the classroom.</p> <p>What a positive relationship is and the importance of this.</p> <p>What cooperation is and how they can cooperate with others.</p> <p>That new situations and experiences may bring new and unfamiliar emotions. That there are strategies that can be used to deal with these, what they are and how to use them.</p>	<p><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p> <p><b>RR Respectful Relationships</b></p> <p><b>BS Being Safe</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p>Collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn</p> <p>Foster current relationships and build new ones.</p>

<p><b>trusted adult</b> – a person over the age of 18 who someone knows well and can trust.</p> <p><b>trust</b> - a belief in the strength or truth of a person or thing</p> <p><b>support</b> – to help during a time of trouble or stress</p>	<p>consider how they can provide help and support to others.</p>	<p>What a Network of Support is and who theirs is.</p> <p>How a Network of Support can support someone.</p>	<p>Describe how it feels to be in a new situation in different contexts, and have strategies for managing those emotions</p> <p>Identify a range of people in their Network of Support, and know how to access help and support</p> <p>Help new people feel welcome, and be able to offer support to others who need help.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5/6

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><b>bullying</b> – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p><b>cyberbullying</b> – bullying that happens online or using electronic communication devices.</p> <p><b>verbal bullying</b> – using words to bully someone</p> <p><b>physical bullying</b> – physically hurting someone – eg. pushing, hitting, kicking</p> <p><b>sexual bullying</b> - includes unwanted touching, sexual comments or gestures.</p>	<p>The definition of bullying.</p> <p>The difference between friendship issues/ unkind behaviour and bullying.</p> <p>The key characteristics of bullying and enable them to develop, explore and apply definitions of bullying to a range of situations including cyberbullying.</p> <p>The reasons why bullying happens, and have an understanding of prejudice driven bullying and begin to explore the negative role that stereotyping plays in prejudice driven bullying.</p> <p>The possible feelings of children who are bullied, those that witness</p>	<p>What bullying is and its key characteristics.</p> <p>That falling out with friends and unkind behaviour may not be bullying.</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><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p> <p><b>RR Respectful Relationships</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p><b>IS Internet Safety &amp; Harms</b></p> <p>Describe the key characteristics and forms of bullying</p> <p>Talk about personal reasons why someone may engage in bullying</p> <p>Identify and describe specific types of prejudice driven bullying</p>

<p><b>prejudicial bullying</b> - includes bullying based on someone's race, religion, or other personal characteristics.</p> <p><b>indirect bullying</b> – 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><b>repetition</b> – when something happens again and again</p> <p><b>intentional</b> – carried out on purpose</p> <p><b>prejudice</b> - An adverse judgment or opinion formed beforehand or without knowledge of the facts.</p> <p><b>assertiveness</b> - Boldly self-assured; confident without being aggressive</p> <p><b>bystander</b> – A person who, although present at some event, does not take part in it; an observer or spectator.</p> <p><b>emotions</b> - A person's internal state of being and response to an object or a situation</p> <p><b>strategy</b> - A plan of action intended to accomplish a specific goal.</p>	<p>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>Strategies to keep themselves safe from bullying and for befriending and supporting children who have been bullied.</p> <p>Where bullying may occur in their school and in the local community and to develop strategies to ensure that the school is a safe place where positive relationships are fostered.</p>	<p>That bullying can cause harm, both physically and mentally to those who are bullied and those who 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 and how they can play a role in preventing this.</p>	<p>Describe the different roles of those involved in a bullying situation</p> <p>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>Describe confidently and demonstrate a number of assertiveness techniques</p> <p>Identify places where bullying may take place in the community.</p>
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<p><b>defend</b> - to support by words or writing; to vindicate, talk in favour of.</p> <p><b>online</b> – actively connected to the Internet or to some other communications service.</p> <p><b>stereotype</b> - a standardised and usually oversimplified and inaccurate conception held in common by many 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><b>network of support</b> – A group of people who someone trusts</p> <p><b>support</b> – to help during a time of trouble or stress</p> <p><b>relationship</b> – a connection between people</p> <p><b>positive</b> – bringing something good, or giving some kind of advantage.</p> <p><b>pressure</b> - a strong influence or burden on the mind or emotions</p> <p><b>diverse-</b> being different</p> <p><b>individual</b> – one person</p>	<p>How to identify who is in their network of people who are special to them and recognise how their relationships have changed and developed.</p> <p>Ways of beginning new friendships and maintaining existing ones during times of change.</p> <p>How to recognise and value differences between individuals, and how difference can be a positive aspect of their friendships.</p> <p>How to recognise the diversity of family patterns, and how these can continue to change</p> <p>How to recognise some of the pressures on relationships and to</p>	<p>What a network of support is and how to identify theirs. That relationships can change and develop over time.</p> <p>How to being and maintain friendships.</p> <p>That everyone is different and this is a positive thing, including in their friendships.</p> <p>What diversity means and how this applies to different family set-ups</p>	<p><b>Relationships Education:</b></p> <p><b>FP Families &amp; People who care for me</b></p> <p><b>CF Caring Friendships</b></p> <p><b>OR Online Relationships</b></p> <p><b>BS Being Safe</b></p> <p>Describe aspects of healthy and unhealthy relationships, online and offline</p> <p>Develop ways of beginning new friendships and maintaining existing ones, on and offline</p>

<p><b>value</b> - the worth, importance, or usefulness of something</p>	<p>develop strategies to manage them.</p> <p>How to identify some of the influences and pressures involved in group relationships, and to develop strategies to manage these.</p> <p>How to access support from people in their network and from other people and places.</p> <p>How to identify ways in which they already do or could support others.</p>	<p>That relationships can face pressures and how to manage these</p> <p>How they support others and how they can support others</p>	<p>Find strategies for managing some of the pressures in friendships and family relationships</p> <p>Understand when consent should be sought and given in their current relationships, on and offline</p> <p>Describe how communication skills, empathy and compromise can reduce familiar relationship challenges</p> <p>Understand how families can support each other through periods of change or pressure.</p>
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