

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Spring 1



Unit: Diversity and Communities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>ethnic - of or relating to a group of people who share the same culture, race, or nationality.</p> <p>identity - all of those things by which a person or thing is known or is considered as being</p> <p>stereotype - a standardized and usually oversimplified and inaccurate conception held in common by many people.</p> <p>prejudice - hatred or unfair treatment toward a person or group without cause or reason</p> <p>media – the collective name for the main means of mass communication (broadcasting, publishing, and the internet)</p>	<p>The elements that make up people's identities and how others' perceptions can influence identity.</p> <p>That perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices.</p> <p>About the range of nationalities, cultures and ethnic groups that live in Britain and describe the make-up of our community to others</p> <p>What it means to treat people with respect.</p> <p>All genders, nationalities, cultures and ethnic groups should be treated with respect.</p>	<p>What a person's identity is (including their own) and what it can be influenced by</p> <p>That the perceptions of others' can influence the behaviour, emotions, behaviour and choices that people make</p> <p>That a community is made up of different nationalities, cultures and ethnic groups and the importance of all of these to be treated equally and with respect.</p> <p>What respect means and the need for respect within the community.</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Recognise aspects of their identity and understand how other people can influence their perception of themselves</p> <p>Describe the ethnic make-up of their community and different groups that live in Britain</p>

<p>influence - the power or invisible action of a thing or person that causes some kind of effect on another.</p> <p>environment - all the things together that surround animals and humans in the natural world, including the air, the water, and the soil</p> <p>gender - the sex of a person or animal</p> <p>peers - a person of the same rank, age group, or ability as another person</p> <p>national identity - a person's identity or sense of belonging to one or more states or one or more nations.</p> <p>religious belief - the religion that a person chooses to believe in</p> <p>culture - the language, customs, ideas, and art of a particular group of people</p> <p>tradition - the handing down of a culture's beliefs and customs from parents to children over many years.</p> <p>respect - to show consideration for the feelings, wishes, or rights of others</p>	<p>What a stereotype is.</p> <p>What the negative effects of stereotyping are and how they might lead to prejudice.</p> <p>What prejudice-based behaviour is and how stereotyping can lead to this.</p> <p>That the media can influence prejudice and the behaviour of others, including individuals and groups within a community.</p> <p>What local communities are and the benefit of being part of different communities.</p>	<p>How stereotyping can lead to prejudice.</p> <p>The behaviour that can happen as a result of this.</p> <p>The effect that the media can have on the behaviour of the community and ways to identify where the media may be influencing behaviour.</p> <p>The different communities that they are part of.</p>	<p>Recognise the negative effects of stereotyping and prejudice</p> <p>Know about how they and others, including volunteers, contribute to the community</p> <p>Understand about the role of the media and its possible influences</p> <p>Understand some ways of caring for the environment and the contribution they can make.</p>
--	---	---	--

community - a group of people who live close together or have shared interests.			
--	--	--	--

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Spring 2



Unit: Personal Safety



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Early Warning Signs – your mind and body's way of showing you that something is not right/ safe</p> <p>physical – of the body</p> <p>Network of Support – the people around you who you can trust and ask for help</p> <p>trust – to believe that someone is safe and reliable and won't harm you</p> <p>adult – some over the age of 18</p> <p>unwanted – not wanted</p> <p>worry - to feel anxious, troubled, or uneasy</p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>To be able to recognise who to trust and who not to trust</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to judge whether what they are feeling and how they are</p>	<p>When they could feel unsafe and what to do in those circumstances.</p> <p>What trust is and who they can trust. How to recognise situations that may include people who they may not be able to trust.</p> <p>Who to ask for help and the different ways that they can do this.</p> <p>Where they can get advice from that is reliable.</p> <p>When and where it may be ok to talk to a stranger and when they need to be cautious.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>OR Online Relationships</p> <p>BS Being Safe</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe</p>

<p>feelings – emotions</p> <p>online - connected to or reached through a computer or computer network. On the Internet.</p> <p>private body parts – the parts of the bodies covered by their underwear. Male – penis, testicles. Female -vagina, breasts bottom</p> <p>physical contact – the act of touching physically</p> <p>communicate - to exchange thoughts, ideas, or information</p> <p>secret - kept from being seen or known by others; private</p> <p>safe - free from the risk of harm</p> <p>unsafe – dangerous to oneself or other people; not safe</p> <p>boundary – a limit a person sets</p> <p>appropriate – right for the purpose</p> <p>abuse – to hurt or harm by treating badly</p> <p>private – not to be share</p>	<p>behaving is appropriate and proportionate.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>How to identify their own feelings and how appropriate they are for the situation that they are in.</p> <p>Boundaries to set to keep themselves safe, including online.</p> <p>What permission-seeking is and why it is important.</p> <p>What appropriate and inappropriate physical contact is. That their body is their own.</p> <p>When they should share a secret with a trusted adult to keep someone safe.</p> <p>How to report concerns or abuse and who to report it to.</p>	<p>Identify the qualities that make a safe ‘network’ person</p> <p>Seek help from an adult in their Network of Support and know when to review their network</p> <p>Judge whether a secret is a safe or unsafe</p> <p>Identify behaviours that constitute abuse and neglect</p> <p>Identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies</p> <p>Contribute to discussions about assessing risk.</p>
---	--	--	---

