

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Summer 1



Unit: Relationship and Sex Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>conceive - to become pregnant with.</p> <p>puberty – the stage or age at which a person experiences the maturation of the reproductive system</p> <p>sanitary products - eg. sanitary towel, tampon, period pants. Products used during people's periods.</p> <p>body odour – the smell of a person's unwashed body</p> <p>deodorant – a product which removes or conceals unpleasant smells, including body odour.</p>	<p>The male and female sexual parts confidently and describe their functions.</p> <p>Terminology for sexual parts appropriate for use in different situations.</p> <p>And understand about the physical changes that take place at puberty and how to manage them.</p> <p>Physical changes affect people in a variety of ways and at different rates.</p> <p>How the media, families and friends can influence attitudes to their bodies.</p>	<p>The names of functions of the male and female sexual parts.</p> <p>The appropriate terminology for the names of sexual parts.</p> <p>What puberty is and the physical changes that happen during puberty. That puberty happens at different rates for different people.</p> <p>That the media, family and friends can influence their attitudes to their bodies.</p>	<p>Relationships Education:</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>HP Health & Prevention</p> <p>CAB Changing Adolescent Body</p> <p>Know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.</p> <p>Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently.</p>

<p>relationship - a connection between people.</p> <p>marriage - the state of two people being joined by law, having pledged to be faithful to one another all their lives as a couple</p> <p>civil partnership - a legal relationship which can be registered by two people who aren't related to each other.</p> <p>Female: breasts - In females, the breasts are primarily for feeding babies. The fatty deposits protect the glands that produce breast milk. The nipple is the end point of the breast and all the milk producing tubes end up at the nipple.</p> <p>cervix - This is the structure which forms the neck of the womb. It is a muscular ring which opens and closes especially during birth. During pregnancy it holds very tightly shut to keep the baby safe in the uterus.</p> <p>clitoris - The clitoris is a small pea shaped bump and joining point of the inner labia.</p> <p>fallopian tube - There are two fallopian tubes. Each one connects an ovary to the womb. This is the</p>	<p>About aspects of personal hygiene relevant to puberty and the implications of these.</p> <p>Safe routines can stop the spread of viruses and bacteria.</p>	<p>What personal hygiene is, how this is relevant to puberty and how their personal hygiene habits may need to change during and after puberty.</p> <p>What safe routines are and how these can stop the spread of viruses and bacteria.</p>	<p>Understand about body image, and have learnt some ways to support a positive body image for themselves and others.</p> <p>Understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</p> <p>Understand ways they can prevent the spread of some bacterial and viral diseases.</p>
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<p>tube down which the egg travels from the ovary.</p> <p>labia - The labia are folds of skin which protect the opening to the vagina. They enlarge during puberty. There are both inner and outer labia.</p> <p>ovary - There are two ovaries in each female reproductive system. They release eggs into the fallopian tubes, which in turn guide the eggs into the womb.</p> <p>ovulation - the process of releasing an egg from the ovary.</p> <p>ovum - (ova-plural, ovum-singular). Female egg cell</p> <p>perineum - This is the skin between the opening of the vagina and the anus.</p> <p>uterus - the organ of the female body where the fertilised egg begins to grow. It is the place where the foetus grows and develops throughout a pregnancy.</p> <p>vagina - The vagina is also called the birth canal. Technically it is an internal structure. However the term is commonly used to refer to the external sex organs of females.</p> <p>womb - See Uterus</p> <p>Male:</p>			
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<p>ejaculation - This is the contraction of muscles in the penis which pushes semen from the testes and out of the penis.</p> <p>penis - The penis performs two functions in males. It passes urine through the urethra from the bladder. The penis is the main male sexual organ.</p> <p>scrotum - This is the pouch of skin which holds the testicles. During puberty the scrotum enlarges so that the testes hang away from the body where it is the right temperature for sperm production. When the testes are exposed to cold the scrotum contracts and moves the testes closer to the body.</p> <p>semen - The whitish fluid that carries sperm and is ejaculated from the body during an orgasm.</p> <p>seminal vesicle - This is the small sack which contains a liquid which is added to sperm to make semen.</p> <p>sperm - This is the male reproductive cell which is capable of fertilising an egg. It is carried in semen into the female uterus.</p> <p>sperm duct - (spermatic cord) - These long tubes connect each testicle to the seminal vesicle, so the sperm can pass along.</p>			
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<p>testicle / testis (testis-singular, testes-plural) - The male reproductive organ where sperm is produced.</p> <p>urethra - This tube, found in both males and females carries urine from the bladder out of the body.</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Summer 1 and 2



Unit: Drug Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>drug - a substance used to cure or heal; medicine. If misused, a drug can cause harm</p> <p>medicine - a drug or other substance used to treat a disease, injury, pain, or other symptoms</p> <p>prescribe - to order or suggest as a medicine.</p> <p>over- the- counter – bought from a pharmacy without needing a prescription</p> <p>legal – allowed by law</p> <p>illegal – not allowed by law Recreational</p>	<p>About different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal.</p> <p>The role of medicines in promoting, improving and sustaining health.</p> <p>The role of immunisations and implications for health.</p> <p>How to develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences.</p> <p>How to develop their knowledge, understanding and attitudes relating to nicotine and tobacco, effects and associated risks and consequences.</p>	<p>What a drug is.</p> <p>There are different categories of drugs, which are legal and illegal.</p> <p>How medicines are can be used to promote our health.</p> <p>What an immunisation is and how it can help us.</p> <p>What alcohol is and the risks if it is misused</p> <p>What cigarettes are</p> <p>The risks of smoking</p>	<p>Relationships Education:</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>DAT Drugs, Alcohol & Tobacco</p> <p>HP Health & Prevention</p> <p>Categorise drugs as medical, non-medical, legal and illegal</p> <p>Understand the possible physical and psychological effects of some Drugs</p> <p>Understand the roles of medicines and immunisations</p>

<p>immunisation – an injection to make someone immune to a disease.</p> <p>immune – protect from a disease</p> <p>alcohol – a drink containing alcohol</p> <p>nicotine - a poisonous substance found in the tobacco plant. Nicotine is what causes people to become addicted to cigarettes.</p> <p>tobacco - a plant with large, sticky leaves that are smoked or chewed. <i>Tobacco is used to make cigarettes.</i></p> <p>consequence – the result of doing something</p> <p>misuse - a wrong or incorrect use</p> <p>asthma - a disease of the lungs that makes it difficult to breathe</p> <p>solvent – substances that can be found in everyday household items (eg. glue and aerosols) that turn into vapour at room temperature and can be inhaled</p> <p>recreational – when drugs are misused for fun</p>	<p>How to develop their knowledge, understanding and attitudes relating to solvents, their effects and associated risks and consequences.</p> <p>How to develop attitudes and beliefs about the use and misuse of legal and illegal drugs, who uses them and why and possible alternatives.</p> <p>About the law relating to the use and misuse of legal and illegal drugs.</p> <p>How to recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making around these drug related situations.</p> <p>How to recognise peer influence and its effect on decision making and behaviour.</p> <p>How to develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs.</p> <p>How to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.</p>	<p>The risks of using solvents.</p> <p>What solvents are</p> <p>What illegal and legal drugs are and the danger of misusing drugs</p> <p>The law around drugs</p> <p>The risks that drugs can cause and how to be assertive when it comes to drug related situations</p> <p>How to recognise peer influence and its effect on decision making and behaviour.</p> <p>What the media is and how it can be influential</p> <p>How to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.</p>	<p>Recognise some reasons why people use and misuse drugs and be able to suggest some alternatives</p> <p>Understand some of the laws relating to drugs</p> <p>Start to recognise influence and pressure and have related this to peers and the media</p> <p>Identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Summer 2



Unit: Managing Change



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>loss – the feeling of grief after losing someone close to them</p> <p>change – when something becomes different</p> <p>strategy – a plan</p> <p>grief – great sadness</p> <p>emotions - a strong feeling such as joy, hatred, sorrow, or fear. When one feels an emotion, there are physical changes such as an increase in pulse, crying, or trembling</p> <p>support - to help during a time of trouble or stress</p>	<p>About a range of situations which involve loss and change.</p> <p>Different emotions associated with loss and change, and understand how these themselves can change.</p> <p>What might help when experiencing difficult emotions, how to get support and how they could support others.</p> <p>That a range of changes take place throughout everyone's lifetime and that people manage change in different ways.</p> <p>How to reflect on their own experiences of change and how they have affected them.</p>	<p>That there are different situations that involve loss and change</p> <p>How these can change over time</p> <p>That there are things that can help and where to get help and support</p> <p>What change can be and that it happens to everyone</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>CAB Changing Adolescent Body</p> <p>Identify a range of situations which involve loss and change.</p> <p>Recognise emotions associated with loss and change, and understand how these feelings can change.</p> <p>Identify what might help when experiencing difficult emotions.</p>

	<p>How to develop strategies for coping with future changes that they may experience.</p>	<p>That there are strategies that they can use to cope with change</p> <p>Possible strategies for coping with future change</p>	<p>Know how they can access support and how they can support other people.</p> <p>Reflect on their own experiences of change and describe some ways they have affected them.</p> <p>Develop strategies for coping with future changes, including transition to secondary school</p>
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