

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Autumn 1



Unit: Rights, Rules and Responsibilities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>right – what a person is entitled to living in this country.</p> <p>United Nations - The United Nations is an international organization founded in 1945. Currently made up of 193 Member States. A place on Earth where all the world's nations can gather together, discuss common problems, and find shared solutions that benefit all of humanity.</p> <p>responsible - expected to take care of particular duties and jobs.</p> <p>ground rules - basic rules governing the behaviour in a given situation</p>	<p>What their basic rights are.</p> <p>What the United Nations Convention on the Rights of the Child is.</p> <p>People, including themselves, are responsible, at a variety of levels, for ensuring that these rights are protected.</p> <p>There are connections between rights, rules and responsibilities.</p> <p>How to create ground rules for their class. What these look like and practically as well as possible consequences if the rules are not followed.</p>	<p>Their basic human rights and their roles and responsibility in ensuring that these are protected.</p> <p>What the United Nations is and its roles in their lives – linked to the Convention of the Rights of the Child.</p> <p>What ground rules are and the importance of having these in the school context.</p>	<p>Relationships Education:</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>IS Internet Safety & Harms</p> <p>State some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.</p> <p>Explain and demonstrate rules for keeping safe and their responsibility to others online and from where to seek support.</p>

<p>School Council – A group of children in a school who help to make decisions.</p> <p>MP – Member of Parliament. An elected official voted to represent an area of the country.</p> <p>democracy – a country where the population have the right to vote for their ruler.</p> <p>local council – the most common type of local authority, are made up of councillors who are elected by the public in local elections. Councillors work with local people and partners, such as local businesses and other organisations, to agree and deliver on local priorities.</p> <p>Convention of the Rights of the Child - It is the most complete statement of children’s rights ever produced and is the most widely-ratified international human rights treaty in history.</p> <p>parliament – a group of people who make the laws for a country</p> <p>society - the members of a community or group considered together.</p>	<p>Why rules and laws are needed in society, some of the reasons why people sometimes break these laws, and what can influence decision making.</p> <p>About the role of parliament and different settings - MPs, as well as local councils and councillors and how these are similar to and different from their own school council.</p>	<p>What rules and laws are and how and why they are sometimes broken.</p> <p>What parliament is. What an MP and local council/ councillors are.</p> <p>Their roles and influence in our lives and how these compare to a school council.</p>	<p>Explain the conventions of courtesy and manners in some different settings.</p> <p>Explain why rules and laws are needed in society and explain some reasons why people sometimes break them.</p> <p>Understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils.</p> <p>Express their views on a moral or social question and listen to the views of others.</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>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>sexual bullying - 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>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>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>prejudicial bullying - includes bullying based on someone's race, religion, or other personal characteristics.</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>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>defend - to support by words or writing; to vindicate, talk in favour of.</p> <p>online – actively connected to the Internet or to some other communications service.</p> <p>stereotype - 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: 6

Term: Autumn 2



Unit: My Emotions



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>overwhelming - to feel burdened with too much of something.</p> <p>stress - a condition of strain or tension</p> <p>boredom - the state of being bored or of not feeling interested.</p> <p>anxious - feeling worried, nervous, or afraid about something uncertain</p> <p>anger - a strong emotion brought on by a person or thing that causes one great pain or trouble.</p> <p>manage - help to control</p> <p>strategy - A plan of action intended to accomplish a specific goal.</p>	<p>What an emotion is and how to recognise these.</p> <p>About a range of feelings, including moods and mixed emotions.</p> <p>The language to describe their emotions and learn how they might recognise them in themselves and others.</p> <p>What prompts different feelings in themselves and others and how they might avoid, or deal with, situations which make them upset, angry or become overwhelmed.</p> <p>How to explore ways to deal with different emotions, with a focus on worry, boredom and stress and</p>	<p>How to recognise their own emotions and those of others, including how we might express and respond to those feelings.</p> <p>How it helps to talk to someone about their emotions and the language that helps them to do this.</p> <p>What might cause different emotions and the ways in which they can deal with these.</p> <p>That they can develop the tools that they need to deal with</p>	<p>Relationships Education:</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Recognise and describe feelings in themselves and others, including mixed emotions and moods.</p> <p>Communicate effectively how they are feeling, including reasons for that feeling.</p> <p>Regularly use some strategies to manage their feelings, including calming and relaxing themselves.</p>

<p>assertiveness - Boldly self-assured; confident without being aggressive</p> <p>emotions - A person's internal state of being and response to an object or a situation</p> <p>mixed emotions – more than one feeling about something.</p> <p>network of support – A group of people who someone trusts</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>how those emotions affect how we think, feel and behave.</p> <p>The different ways in which we might react to strong or overwhelming emotions, in ourselves and others, and ways to manage them.</p> <p>Strategies to use to calm and relax ourselves or to make us feel more positive.</p> <p>What assertiveness is and when and how to be assertive.</p> <p>What a Networks of Support is, identifying the people they can talk to about their feelings and considering when and how they might do this.</p>	<p>different emotions and what these are.</p> <p>That there are different ways in which people might react to overwhelming emotions and the possible strategies to use to help to deal with these.</p> <p>What assertiveness is and how to be assertive.</p> <p>What a network of support is and who the people in their network are.</p>	<p>Develop strategies for understanding and responding sensitively to others' emotions.</p> <p>Use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful.</p> <p>Understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help.</p> <p>Use a simple problem solving process and sometimes support others to do so too.</p> <p>Know what it feels and looks like to be assertive and understand some situations where being assertive might be important.</p>
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