

Personal, Social, Health and Economic Education (PSHE)

PSHE at Hobletts Manor Junior School:

In PSHE, we have the opportunity to develop our knowledge, skills and personal attributes to keep us happy and confident, healthy and safe and prepared for life in the world in which we live. We learn about health and wellbeing, relationships and living in the wider world. Also we are considerate of others feelings and respect each other when our opinions are different.

Relationships and Health Education:

From September 2020 Relationships and Health Education became statutory within all maintained primary schools. What is expected from schools can be found in the following documents:

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- This is also covered in the 'Relationships, Sex and Health Education Policy' and taught across the summer term.

Curriculum Overview:

At Hobletts Manor Junior School we fuse the Jigsaw Scheme as a tool to ensure full coverage of the curriculum which is split into the following units of work for all year groups.

Year Group	Autumn Term 1 Unit of learning	Autumn Term 2 Unit of learning	Spring Term 1 Unit of learning	Spring Term 2 Unit of learning	Summer Term 1 Unit of learning	Summer Term 2 Unit of learning
Three, Four, Five and Six	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Year 3

Autumn

Through the Ages

<i>Being Me in My World</i>		<i>Celebrating Difference</i>	
<ul style="list-style-type: none"> • <i>I recognise my worth and can identify positive things about myself and my achievements.</i> • <i>I can set personal goals</i> • <i>I value myself and know how to make someone else feel welcome and valued.</i> • <i>I can face new challenges positively, make responsible choices and ask for help when I need it.</i> • <i>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</i> • <i>I understand why rules are needed and how they relate to rights and responsibilities.</i> • <i>I know how to make others feel valued</i> • <i>I understand that my actions affect myself and others and I care about other people's feelings.</i> • <i>I understand that my behaviour brings rewards/consequences.</i> • <i>I can make responsible choices and take action.</i> • <i>I can work cooperatively in a group.</i> • <i>I understand my actions affect others and try to see things from their points of view.</i> 		<ul style="list-style-type: none"> • <i>I understand that everybody's family is different and important to them.</i> • <i>I appreciate my family/the people who care for me.</i> • <i>I understand that differences and conflicts sometimes happen among family members.</i> • <i>I know how to calm myself down and can use the 'Solve it together' technique.</i> • <i>I know what it means to be a witness to bullying.</i> • <i>I know some ways of helping to make someone who is bullied feel better.</i> • <i>I know that witnesses can make the situation better or worse by what they do.</i> • <i>I can problem-solve a bullying situation with others.</i> • <i>I recognise that some words are used in hurtful ways.</i> • <i>I try hard not to use hurtful words (e.g. gay, fat)</i> • <i>I can tell you about a time when my words affected someone's feelings and what the consequences were.</i> • <i>I can give and receive compliments and know how this feels.</i> 	
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p style="text-align: center;"><i>Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, nightmare, dream, behaviour, rewards, consequences, actions, feelings, rights, responsibilities, fairness, choices, co-operate, challenge, group dynamics, team work, actions, view point, belong,</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings</u></p> <p style="text-align: center;"><i>answer, believe, breath, breathe, centre, certain, consider, decide, describe, different, difficult, enough, experience, favourite, group, heard, important, possession, thought</i></p>		<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p style="text-align: center;"><i>Family, loving, caring, safe, connected, difference, special, conflict, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, special, unique, difference, similarity</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings</u></p> <p style="text-align: center;"><i>answer, believe, breath, breathe, centre, certain, consider, decide, describe, different, difficult, enough, experience, favourite, group, heard, important, possession, thought</i></p>	

Year 3

Spring	
Romans	
Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> • I can tell you about a person who has faced difficult challenges and achieved success • I respect and admire people who overcome obstacles and achieve their dreams and goals • I can identify a dream/ambition that is important to me • I can imagine how I will feel when I achieve my dream/ambition • I enjoy facing new learning challenges and working out the best ways for me to achieve them. • I can break down a goal into a number of steps and know how others could help me to achieve it. • I am motivated and enthusiastic about achieving our new challenge • I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge. • I can recognise obstacles which might hinder my achievement and can take steps to overcome them. • I can manage the feelings of frustration that may arise when obstacles occur. • I can evaluate my own learning process and identify how it can be better next time. • I am confident in sharing my success with others and can store my feelings in my internal treasure chest. 	<ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs. • I can set myself a fitness challenge • I can tell you my knowledge and attitude towards drugs. • I can identify how I feel towards drugs. • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help • I can express how being anxious or scared feels. • I understand that, like medicines, some household substance can be harmful if not used correctly. • I can take responsibility for keeping myself and others safe at home. • I understand how complex my body is and how important it is to take care of it. • I respect my body and appreciate what it does for me.
<p><u>Subject specific key vocabulary:</u> perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, garden, decoration, enterprise, design, cooperation, product, strengths, motivated, enthusiastic, excited, efficient, responsible, obstacles, frustration, solution, review, learning, celebrate, evaluate,</p> <p><u>Word list- Year 3/ 4 spellings:</u> actual, answer, appear, arrive, believe, breath, breathe, calendar, centre, complete, consider, describe, different, difficult, experience, guide, heard, heart, important, interest, knowledge, learn, particular, possible, purpose, thought,</p>	<p><u>Subject specific key vocabulary:</u> Oxygen, heartbeat, lungs, heart, fitness, challenge, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, harmful, medicines, substances, complex, appreciate, body,</p> <p><u>Word list- Year 3/ 4 spellings:</u> actual(ly), bicycle, breath, breathe, continue, enough, exercise, experience, heart, height, increase, important, length, medicine, natural, position, regular, strength, weight</p>

Year 3

Summer

Our World!

Relationships	Changing Me
<ul style="list-style-type: none"> <i>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</i> <i>I can describe how taking some responsibility in my family makes me feel.</i> <i>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</i> <i>I know how to negotiate in conflict situations to try to find a win-win solution</i> <i>I know and can use some strategies for keeping myself safe.</i> <i>I know who to ask for help if I am worried or concerned.</i> <i>I can explain how some of the actions and work of people around the world help and influence my life.</i> <i>I can show an awareness of how this could affect my choices.</i> <i>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</i> <i>I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</i> <i>I know how to express my appreciation to my friends and family.</i> <i>I enjoy being part of a family and friendship groups</i> 	<ul style="list-style-type: none"> <i>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</i> <i>I can express how I feel when I see babies or baby animals.</i> <i>I understand how babies grow and develop in the mother's uterus.</i> <i>I understand what a baby needs to live and grow.</i> <i>I can express how I might feel if I had a new baby in my family.</i> <i>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</i> <i>I can identify how boys' and girls' bodies change on the outside during this growing up process.</i> <i>I recognise how I feel about these changes happening to me and how to cope with those feelings.</i> <i>I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</i> <i>I can identify what I am looking forward to when I am in Year 4</i> <i>I can start to think about changes I will make when I am in Year 4 and know how to go about this.</i>
<p><u>Subject specific key vocabulary:</u> men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, safe, unsafe, dangers, dangerous, hazards, risks, safety rules, worried, concerned, scared, anxious, relieved, Global, communications, transport, interconnected, food journeys, climate, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice, happiness, celebrating, relationships, friendship, family, thank you, appreciation,</p> <p><u>Word list- Year 3/ 4 spellings:</u> accident(ally), arrive, breath, breathe, build, centre, circle, complete, different, group, important, notice, occasion(ally), often</p>	<p><u>Subject specific key vocabulary:</u> changes, birth, animals, babies, mother, growing up, uterus, womb, nutrients, survive, love, affection, care, change, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, womb, vagina, stereotypes, task, roles, challenge, excited, nervous, anxious, happy</p> <p><u>Word list- Year 3/ 4 spellings:</u> actual(ly), breath, breathe, continue, enough, experience, heart, increase, important, length, medicine, natural, position, regular, strength, weight</p>

Year 4

Autumn

Where we all live!

<i>Being Me in My World</i>	<i>Celebrating Difference</i>
<ul style="list-style-type: none"> • <i>I know my attitudes and actions make a difference to the class team.</i> • <i>I know how good it feels to be included in a group and understand how it feels to be excluded.</i> • <i>I try to make people feel welcome and valued.</i> • <i>I understand who is in my school community, the roles they play and how I fit in.</i> • <i>I can take on a role in a group and contribute to the overall outcome.</i> • <i>I understand how democracy works through the school council.</i> • <i>I can recognise my contribution to making a learning charter.</i> • <i>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</i> • <i>I understand how rewards and consequences motivate people's behaviour.</i> • <i>I understand how groups come together to make decisions.</i> • <i>I can take on a role in a group and contribute to the overall outcome.</i> • <i>I understand how democracy and having a voice benefits the school community.</i> • <i>I understand why our school community benefits from a Learning Charter and can help others to follow it.</i> 	<ul style="list-style-type: none"> • <i>I understand that sometimes, we make assumptions based on what people look like.</i> • <i>I try to accept people for who they are.</i> • <i>I understand what influences me to make assumptions based on how people look.</i> • <i>I can question why I think what I do about other people.</i> • <i>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</i> • <i>I know how it might feel to be a witness to and a target of bullying.</i> • <i>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</i> • <i>I can problem-solve a bullying situation with others.</i> • <i>I can identify what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance.</i> • <i>I can tell you a time when my first impression of someone changed when I got to know them.</i> • <i>I can explain why it is good to accept people for who they are.</i>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u> <i>included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, responsibilities, democracy, decisions, voting, authority, contribution, observer,</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u> <i>answer, believe, breath, breathe, centre, certain, consider, decide, describe, different, difficult, enough, experience, favourite, group, heard, important, possession, thought</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u> <i>Character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, cyberbullying, website, text message, special unique, characteristics, physical features, impression, changed, accept,</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u> <i>answer, believe, breath, breathe, centre, certain, consider, decide, describe, different, difficult, enough, experience, favourite, group, heard, important, possession, thought</i></p>

Year 4

Spring	
Ancient Egyptians	
Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> <i>I can tell you about some of my hopes and dreams.</i> <i>I know how it feels to have hopes and dreams</i> <i>I understand that sometimes hopes and dreams do not come true and that this can hurt.</i> <i>I know how disappointment feels and can identify when I have felt that way.</i> <i>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</i> <i>I know how to cope with disappointment and how to help others cope with theirs.</i> <i>I know how to make a new plan and set new goals even if I have been disappointed.</i> <i>I know what it means to be resilient and to have a positive attitude.</i> <i>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</i> <i>I can enjoy being part of a group challenge.</i> <i>I can identify the contributions made by myself and others to the group's achievement.</i> <i>I know how to share in the success of a group and how to store this success experience in my internal treasure chest.</i> 	<ul style="list-style-type: none"> <i>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</i> <i>I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions.</i> <i>I can recognise the changing dynamics between people in different groups, see who takes on which role e.g. leader, follower, and understand the roles I take on in different situations.</i> <i>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</i> <i>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</i> <i>I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.</i> <i>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</i> <i>I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.</i> <i>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</i> <i>I can identify feelings of anxiety and fear associated with peer pressure.</i> <i>I know myself well enough to have a clear picture of what I believe is right and wrong.</i> <i>I can tap into my inner strength and know how to assertive.</i>
<p><u>Subject specific key vocabulary:</u> <i>dream, hope, goal, feeling, determination, perseverance, disappointment, fears, hurt, positive experiences, plans, cope, help, resilience, self-belief, motivation, determination, commitment, garden, decoration, enterprise, design, cooperation, review, learning, strengths, success, celebrate, evaluate</i></p> <p><u>Word list- Year 3/ 4 spellings:</u> <i>actual, answer, appear, arrive, believe, breath, breathe, calendar, centre, complete, consider, describe, different, difficult, experience, guide, heard, heart, important, interest, knowledge, learn, particular, possible, purpose, thought,</i></p>	<p><u>Subject specific key vocabulary:</u> <i>friendship groups, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, diseased, pressure, peers, anxiety, fear, believe, opinion, assertive, right, wrong,</i></p> <p><u>Word list- Year 3/ 4 spellings:</u> <i>actual(ly), bicycle, breath, breathe, continue, enough, exercise, experience, heart, height, increase, important, length, medicine, natural, position, regular, strength, weight</i></p>

Year 4

Summer

Ancient Greeks and the Olympics

Relationships	Changing Me
<ul style="list-style-type: none"> • I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. • I know how to feels to belong to a range of different relationships and can identify what I contribute to each of them. • I can identify someone I love and can express why they are special to me. • I know how most people feel when they lose someone or something they love. • I can tell you about someone I know that I no longer see. • I understand that we can remember people even if we no longer see them. • I can explain different points of view on an animal rights issue. • I can express my own opinion and feelings on this. • I understand how people feel when they love a special pet. • I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet. • I know how to show love and appreciation to the people and animals who are special to me. • I can love and be loved. 	<ul style="list-style-type: none"> • I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. • I appreciate that I am a truly unique human being. • I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. • I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. • I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. • I have strategies to help me cope with the physical and emotional changes I will experience during puberty. • I know how the circle of change works and can apply it to changes I want to make in my life. • I am confident enough to try to make changes when I think they will benefit me. • I can identify changes that have been and may continue to be outside of my control that I learnt to accept. • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. • I can identify what I am looking forward to when I am in Year 5. • I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.
<p>Subject specific key vocabulary: relationship, close, distant, contribute, mutual benefit, belonging, caring, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, vegetarianism, opinion, debate, respect, cope, strategies, feelings, remember, love, appreciation, symbol,</p> <p>Word list- Year 3/ 4 spellings: accident(ally), arrive, breath, breathe, build, centre, circle, complete, different, group, important, notice, occasion(ally), often</p>	<p>Subject specific key vocabulary: personal, unique, characteristics, parents, sperm, egg, penis, testicles, vagina, womb, ovaries, making love, fertilise, reproduction, puberty, menstruation, periods, circle seasons, change, control, control change acceptance, scared, empty, peaceful, happy, sad, nervous, proud, excited, anxious, shy, grumpy, accepting, apprehensive, worried, frustrated, angry, disappointed, hurt, jealous, frightened, unsure, uncertain, confused, miserable, change, forward</p> <p>Word list- Year 3/ 4 spellings: actual(ly), breath, breathe, continue, enough, experience, heart, increase, important, length, medicine, natural, position, regular, strength, weight</p>

Year 5

Autumn

Anglo Saxons and Scots

<i>Being Me in My World</i>	<i>Celebrating Difference</i>
<ul style="list-style-type: none"> • <i>I can face new challenges positively and know how to set personal goals.</i> • <i>I know what I value most about my school and can identify my hopes for this school year.</i> • <i>I can empathise with people in this country whose lives are different to my own.</i> • <i>I understand my rights and responsibilities as a British citizen and as a member of my school.</i> • <i>I can empathise with people in this country whose lives are different to my own.</i> • <i>I can make choices about my own behaviour because I understand how rewards and consequences feel.</i> • <i>I understand that my actions affect me and others.</i> • <i>I understand how an individual's behaviour can impact on a group.</i> • <i>I can contribute to the group and understand how we can function best as a whole.</i> • <i>I understand how democracy and having a voice benefits the school community and know how to participate in this.</i> 	<ul style="list-style-type: none"> • <i>I understand that cultural differences sometimes cause conflict.</i> • <i>I am aware of my own culture.</i> • <i>I understand what racism is.</i> • <i>I am aware of my attitude towards people from different races.</i> • <i>I understand how rumour-spreading and name-calling can be bullying behaviours.</i> • <i>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one.</i> • <i>I can explain the difference between direct and indirect types of bullying.</i> • <i>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</i> • <i>I can compare my life with people in the developing world.</i> • <i>I can appreciate the value of happiness regardless of material wealth.</i> • <i>I can enjoy the experience of a culture other than my own.</i> • <i>I respect my own and other people's cultures.</i>
<p><u>Subject specific key vocabulary:</u> education, appreciation, opportunities, goals, motivation, vision, hopes, challenge, rights, British, citizen, denied, empathise, wealth, poverty, responsibilities, prejudice, rewards, consequences, choices, cooperation, collaboration, participation,</p> <p><u>Word list- Year 5/ 6 spellings:</u> achieve, appreciate, communicate, community, curiosity, determined, environment, existence, familiar, identity, individual, leisure, profession</p>	<p><u>Subject specific key vocabulary:</u> culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, ribbon, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem-solving, indirect, direct, texting, happiness, difference, similarity, continuum, developing world, plantation, celebration, artefacts, display, presentation,</p> <p><u>Word list- Year 5/ 6 spellings:</u> appreciate, communicate, community, curiosity, familiar, foreign, identity, individual, language, neighbour, physical, recognise, variety</p>

Year 5

Spring

Vicious Vikings

<i>Dreams and Goals</i>	<i>Healthy Me</i>
<ul style="list-style-type: none"> • <i>I understand that I will need money to help me achieve some of my dreams.</i> • <i>I can identify what I would like my life to be like when I am grown up.</i> • <i>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</i> • <i>I appreciate the contributions made by people in different jobs.</i> • <i>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</i> • <i>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</i> • <i>I can describe the dreams and goals of young people in a culture different to mine.</i> • <i>I can reflect on how these relate to my own.</i> • <i>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.</i> • <i>I appreciate the similarities and difference in aspirations between myself and young people in a different culture.</i> • <i>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</i> • <i>I understand why I am motivated to make a positive contribution to supporting others.</i> 	<ul style="list-style-type: none"> • <i>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</i> • <i>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</i> • <i>I know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart.</i> • <i>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</i> • <i>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</i> • <i>I know how to keep myself calm in emergencies.</i> • <i>I understand how the media and celebrity culture promotes certain body types.</i> • <i>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</i> • <i>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</i> • <i>I respect and value my body.</i> • <i>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</i> • <i>I am motivated to keep myself healthy and happy.</i>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, salary, contribution, society, goal, determination, perseverance, motivation, aspiration, culture, country, sponsorship, comic relief, communication, support, rallying, team work, cooperation, difference,</i></p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>achieve, appreciate, category, communicate, curiosity, determined, develop, equip(-ped, -ment), excellent, individual, necessary, opportunity, relevant, thorough,</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, emergency, procedure, recovery position, calm, level-headed, body image, media, celebrity, altered, self-respect, eating problem, respect, motivation,</i></p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>achieve, bruise, determined, individual, muscle, physical, shoulder, stomach, temperature, vegetable,</i></p>

Year 5

Summer

Enchanting Earth!

Relationships	Changing Me
<ul style="list-style-type: none"> • <i>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</i> • <i>I know how to keep building my own self-esteem.</i> • <i>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</i> • <i>I know how to stand up for myself and how to negotiate and compromise.</i> • <i>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</i> • <i>I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend.</i> • <i>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</i> • <i>I can recognise the feeling of jealousy, where it comes from and how to manage it.</i> • <i>I understand how to stay safe when using technology to communicate with my friends.</i> • <i>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</i> • <i>I can explain how to stay safe when using technology to communicate with my friends.</i> • <i>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</i> 	<ul style="list-style-type: none"> • <i>I am aware of my own self-image and how my body image fits into that.</i> • <i>I know how to develop my own self-esteem.</i> • <i>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</i> • <i>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</i> • <i>I can describe how boys' and girls' bodies change during puberty.</i> • <i>I can express how I feel about the changes that will happen to me during puberty.</i> • <i>I understand that sexual intercourse can lead to conception and that is how babies are usually made.</i> • <i>I also understand that sometimes people need IVF to help them have a baby.</i> • <i>I appreciate how amazing it is that human bodies can reproduce in these ways.</i> • <i>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</i> • <i>I am confident that I can cope with the changes that growing up will bring.</i> • <i>I can identify what I am looking forward to when I am in Year 6.</i> • <i>I can start to think about changes I will make when I am in Year 6 and know how to go about this.</i>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u> characteristics, personal qualities, attributes, self-esteem, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, body language, feelings/emotions, positive, negative, jealousy, body language, safe, technology, pressures, resist, risk, harm, identity,</p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u> appreciate, available, communicate, community, correspond, develop, sincere(ly),</p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u> self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary, vagina, womb/uterus, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tubes, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF), teenager, milestone, perceptions, puberty, responsibilities, change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious</p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u> curiosity, develop, embarrass, existence, identity, individual, muscle, physical, relevant</p>

Year 6

Autumn

History of London – WW2

<i>Being Me in My World</i>	<i>Celebrating Difference</i>
<ul style="list-style-type: none"> • <i>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</i> • <i>I feel welcome and valued and know how to make others feel the same.</i> • <i>I know that there are universal rights for all children but for many children these rights are not met.</i> • <i>I understand my own wants and needs and can compare these with children in different communities.</i> • <i>I understand that my actions affect other people locally and globally.</i> • <i>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</i> • <i>I understand that my actions affect myself and others.</i> • <i>I care about other people's feelings and try to empathise with them.</i> • <i>I understand how an individual's behaviour can impact on a group.</i> • <i>I can contribute to the group and understand how we can function best as a whole.</i> • <i>I understand how democracy and having a voice benefits the school community.</i> 	<ul style="list-style-type: none"> • <i>I understand there are different perceptions about what normal means.</i> • <i>I can empathise with people who are living with disabilities.</i> • <i>I understand how having a disability could affect someone's life.</i> • <i>I am aware of my attitude towards people with disabilities.</i> • <i>I can explain some of the ways in which one person or a group can have power over another.</i> • <i>I know how it can feel to be excluded or treated badly by being different in some way.</i> • <i>I know some of the reasons why people use bullying behaviours.</i> • <i>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one.</i> • <i>I can give examples of people with disabilities who lead amazing lives.</i> • <i>I appreciate people for who they are.</i> • <i>I can explain ways in which difference can be a source of conflict and a cause for celebration.</i> • <i>I can show empathy with people in either situation.</i>
<p><u>Subject specific key vocabulary:</u> goals, worries, fears, value, welcome, choice, Ghana, West Africa, cocoa plantation, cocoa pods, machete, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, education choices, behaviour, rights, responsibilities, rewards, consequences, empathise, obstacles, cooperation, collaboration, democracy, decision, proud</p> <p><u>Word list- Year 5/ 6 spellings:</u> achieve, appreciate, communicate, community, curiosity, determined, environment, existence, familiar, identity, individual, leisure, profession,</p>	<p><u>Subject specific key vocabulary:</u> normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, Cerebral palsy, role model, inspire, independent, power struggle, imbalance, control, harassment, bullying, direct, indirect, argument, recipient, Para Olympian, achievement, accolade, sport, perseverance, admiration, stamina, celebration, difference, conflict,</p> <p><u>Word list- Year 5/ 6 spellings:</u> appreciate, communicate, community, curiosity, familiar, foreign, identity, individual, language, neighbour, physical, recognise, variety</p>

Year 6

Spring

Rainforests

Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • I understand why it is important to stretch the boundaries of my current learning. • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. • I can set success criteria so that I will know whether I have reached my goal. • I can identify problems in the world that concern me and talk to other people about them. • I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. • I can work with other people to help make the world a better place. • I can empathise with people who are suffering or who are living in difficult situations. • I can describe some ways in which I can work with other people to help make the world a better place. • I can identify why I am motivated to do this. • I know what some people in my class like or admire about me and can accept their praise. • I can give praise and compliments to other people when I recognise their contributions and achievements. 	<ul style="list-style-type: none"> • I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood. • I am motivated to give my body the best combination of food for my physical and emotional health. • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. • I am motivated to find ways to be happy and cope with life's situations without using drugs. • I can evaluate when alcohol is being used responsibly, anti-socially or being misused. • I can tell you how I feel about using alcohol when I am older and my reasons for this. • I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations. • I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen. • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. • I know how to help myself feel emotionally healthy and can recognise when I need help with this. • I can recognise when I feel stressed and the triggers that cause this. • I understand how stress can cause alcohol misuse. • I can use different strategies to manage stress and pressure.
<p><u>Subject specific key vocabulary:</u> dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic, feeling, success, criteria, money, global, issue, suffering, concern, hardship, sponsorship, motivation, empathy, admire, respect, praise, compliment, contribution, recognition,</p> <p><u>Word list- Year 5/ 6 spellings:</u> achieve, appreciate, category, communicate, curiosity, determined, develop, equip(-ped, -ment), excellent, individual, necessary, opportunity, relevant, thorough,</p>	<p><u>Subject specific key vocabulary:</u> mood, energy, balanced diet, drugs, effect, motivation, misuse, anti-social, responsible, appropriate, emergency, recovery position, CPR, safety, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure,</p> <p><u>Word list- Year 5/ 6 spellings:</u> achieve, bruise, determined, individual, muscle, physical, shoulder, stomach, temperature, vegetable,</p>

Year 6

Summer

Mayans

Summer	
Mayans	
Relationships	Changing Me
<ul style="list-style-type: none"> • I can identify the most significant people to be in my life so far. • I understand how it feels to have people in my life that are special to me. • I know some of the feelings we can have when someone dies or leaves. • I can use some strategies to manage feelings associated with loss and can help other people to do so. • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. • I can recognise when I am feelings those emotions and have strategies to manage them. • I can recognise when people are trying to gain power or control. • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. • I understand how technology can be used to try to gain power or control and can use strategies to prevent this from happening. • I can take responsibility for my own safety and well-being. • I can use technology positively and safely to communicate with my friends and family. 	<ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that. • I know how to develop my own self esteem. • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. • I can express how I feel about the changes that will happen to me during puberty. • I can ask the questions I need answered about changes during puberty. • I can reflect on how I feel about asking the questions and about the answers I receive. • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • I recognise how I feel when I reflect on the development and birth of a baby. • I understand how being physically attracted to someone changes the nature of the relationship. • I can express how I feel about the growing independence of becoming a teenage and am confident that I can cope with this. • I can identify what I am looking forward to and what worries me about the transition to secondary school. • I know how to prepare myself emotionally for starting secondary school.
<p>Subject specific key vocabulary: significant, relationship, special, feelings, close, important, emotions, sadness, loss, grief, hurt, pain, change, bereavement, coping strategies, denial, despair, guilt, shock, hopelessness, anger, acceptance, power, control, authority, script, assertive, strategies, communication, technology, cyberbullying, abuse, safety,</p> <p>Word list- Year 5/ 6 spellings: appreciate, available, communicate, community, correspond, develop, sincere(ly),</p>	<p>Subject specific key vocabulary: self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, Puberty vocabulary (pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube) trust, respect, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, independence, grown up, attraction, relationship, friends, transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement,</p> <p>Word list- Year 5/ 6 spellings: curiosity, develop, embarrass, existence, identity, individual, muscle, physical, relevant,</p>