

Brookside Academy Skills, Knowledge and Vocabulary document PSHE including Relationships Education and Health Education - Year 5

Aims

Personals, Social, Health Education (PSHE) education is an important and necessary part of all pupils' education. We teach PHSE, drawing on best practice.

To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for teachers to tailor their local PSHE programme to reflect the needs of their pupils, we expect them to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Teachers should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Sex and relationship education (SRE) is an important part of PSHE education and taught at appropriate points alongside the national curriculum.

PSHE Intention Statement

At Brookside Academy we know that PSHE is an important and necessary part of all pupil's education, it helps to educate the whole child and to break down social and emotional barriers to learning. We understand the link between health, wellbeing, and academic attainment. By using a multitude of approaches including Growth Mindset strategies to deliver an accessible and creative PSHE curriculum we will be equipping the children with the knowledge and skills needed to make safe and informed decisions about relationships, their physical and mental health and develop resilience and perseverance.

The PSHE curriculum at Brookside encourages children to develop the qualities and attributes of positive mental, physical and emotional wellbeing so they are active participants in their communities and the wider society, through building self-confidence, resilience, perseverance and empathy to raise aspirations and empower the children to use these skills and attributes to overcome challenges they face. Children will be able to openly discuss issues using appropriate vocabulary, manage their own physical and mental health and balance their emotions.

Highlighted yellow – non statutory objectives but recommended by PSHE association

Highlighted Green – recommended by DfE to be included (sex ed) but are NOT statutory, as a school can choose not to teach them. Parents have a right to withdraw from a small part of the lessons for instance the FGM lesson has a tiny reference to FGM the main part of the lesson is body ownership and consent.

Year 5		
Skills	Knowledge	Vocabulary
Me and My Relationships	<p>Explain what collaboration means</p> <p>Give examples of how they have worked collaboratively</p> <p>Describe the attributes needed to work collaboratively</p> <p>Explain what is meant by the terms negotiation and compromise</p> <p>Describe strategies for resolving difficult issues or situations.</p> <p>Demonstrate how to respond to a wide range of feelings in others</p> <p>Give examples of some key qualities of friendship</p> <p>Reflect on their own friendship qualities</p> <p>Identify what things make a relationship unhealthy</p> <p>Identify who they could talk to if they needed help</p> <p>Identify characteristics of passive, aggressive and assertive behaviours</p> <p>Understand and rehearse assertiveness skills</p> <p>Recognise basic emotional needs, understand that they change according to circumstance</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks</p> <p>Understand that online communication can be misinterpreted</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Collaborate</p> <p>Negotiation, compromise</p> <p>Conflict, resolution</p> <p>Insensitive, sensitive</p> <p>Unhealthy relationship, verbal abuse</p> <p>Physical abuse</p> <p>Uncomfortable touching</p> <p>Unsafe</p> <p>Assertive, passive</p> <p>Aggressive, emotions</p> <p>Emotional needs</p> <p>Non verbal, body language</p> <p>Tone of voice, face to face</p>
Valuing Difference	<p>Define some key qualities of friendship</p> <p>Describe ways of making a friendship last</p> <p>Explain why friendships sometimes end</p> <p>Rehearse active listening skills</p> <p>Demonstrate respectfulness in responding to others</p> <p>Respond appropriately to others</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism</p> <p>Consider how discriminatory behaviour can be challenged</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK</p> <p>Describe the benefits of living in a diverse society</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>Understand that the information we see online, either text or images, is not always true or accurate</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation</p> <p>Identify the consequences of positive and negative behaviour on themselves and others</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way</p>	<p>Friendship, talking, listening</p> <p>Listening skills, respect</p> <p>Excluded, discrimination, prejudice</p> <p>Metaphor, diverse, multicultural society</p> <p>Sex, sexual orientation</p> <p>Gender identify, gender expression</p> <p>Embarrassed, reactions, consequences</p>

<p>Keeping Myself Safe</p>	<p>Explain what a habit is, giving examples Describe why and how a habit can be hard to change Recognise that there are positive and negative risks Explain how to weigh up risk factors when making a decision Describe some of the possible outcomes of taking a risk Demonstrate strategies to deal with both face-to-face and online bullying Demonstrate strategies and skills for supporting others who are bullied Recognise and describe the difference between online and face-to-face bullying Recognise which situations are risky Explore and share their views about decision making when faced with a risky situation Suggest what someone should do when faced with a risky situation Define what is meant by a dare Explain why someone might give a dare Suggest ways of standing up to someone who gives a dare Reflect on what information they share offline and online Recognise that people aren't always who they say they are online Know how to protect personal information online Understand some of the complexities of categorising drugs Know that all medicines are drugs but not all drugs are medicines Understand ways in which medicines can be helpful or harmful and used safely or unsafely Understand the actual norms around smoking and the reasons for common misperceptions of these Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	<p>Habit, addiction Pros, cons, weigh up risk Bullying, cyberbullying Dare, pressure, resist pressure Assessing risk, influence, risk taking Personal information, privacy settings Drugs, cigarettes, alcohol Norms, perception Risk taking, assertive</p>
<p>Rights and Responsibilities</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing Express their opinions on an issue concerning health and wellbeing Make recommendations on an issue concerning health and wellbeing Understand the difference between a fact and an opinion Understand what biased reporting is and the need to think critically about things we read Define the differences between responsibilities, rights and duties Discuss what can make them difficult to follow Identify the impact on individuals and the wider community if responsibilities are not carried out Explain what we mean by the terms voluntary, community and pressure (action) group Give examples of voluntary groups, the kind of work they do and its value State the costs involved in producing and selling an item Suggest questions a consumer should ask before buying a product Define the terms loan, credit, debt and interest Suggest advice for a range of situations involving personal finance</p>	<p>Responsibility Fact, opinion, biased, unbiased Rights, duties Voluntary group, community group Pressure (action) group Costs, wages, salaries Rent, fair trade Borrow, loan, credit Debit, interest Public services, council Vote, elections, councillors</p>

	<p>Explain some of the areas that local councils have responsibility for</p> <p>Understand that local councillors are elected to represent their local community.</p>	
Be my Best	<p>Know two harmful effects each of smoking/drinking alcohol</p> <p>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these</p> <p>Know the basic functions of the four systems covered and know they are inter-related</p> <p>Explain the function of at least one internal organ.</p> <p>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health</p> <p>Identify their own strengths and talents</p> <p>Identify areas that need improvement and describe strategies for achieving those improvements</p> <p>State what is meant by community</p> <p>Explain what being part of a school community means to them</p> <p>Suggest ways of improving the school community</p> <p>Identify people who are responsible for helping them stay healthy and safe</p> <p>Identify ways that they can help these people</p> <p>Describe 'star' qualities of celebrities as portrayed by the media</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life</p> <p>Describe 'star' qualities that 'ordinary' people have</p>	<p>Healthy choices</p> <p>Organs, body systems</p> <p>Perseverance, commitment</p> <p>Resilience, determination</p> <p>Patience, interpersonal skills</p> <p>Community, school community</p> <p>Independence, responsibility</p> <p>Personal qualities, celebrities</p>
Growing and Changing	<p>Use a range of words and phrases to describe the intensity of different feelings</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these</p> <p>Explain strategies they can use to build resilience</p> <p>Identify people who can be trusted</p> <p>Understand what kinds of touch are acceptable or unacceptable</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch</p> <p>Explain how someone might feel when they are separated from someone or something they like</p> <p>Suggest ways to help someone who is separated from someone or something they like</p> <p>Know the correct words for the external sexual organs</p> <p>Discuss some of the myths associated with puberty</p> <p>Identify some products that they may need during puberty and why</p> <p>Know what menstruation is and why it happens</p> <p>Recognise how our body feels when we're relaxed</p> <p>List some of the ways our body feels when it is nervous or sad</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</p> <p>Identify the consequences of positive and negative behaviour on themselves and others</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p>	<p>Wellbeing, resilience</p> <p>Trust, unwanted attention, unwanted touch</p> <p>Separation, fostered</p> <p>Pubic hair, vaginal opening</p> <p>Urinary opening, penis</p> <p>Scrotum, testicles, Anus, wet dream, erection</p> <p>crush</p> <p>Puberty, genitalia, semen</p> <p>Menstruation, period</p> <p>Sanitary towel, tampon</p> <p>Menstruation cup, sanitary protection</p> <p>Embarrassed, reactions, consequences</p>

	<p>Recognise that some people can get bullied because of the way they express their gender</p> <p>Give examples of how bullying behaviours can be stopped</p>	<p>Hormones, compromise Respect, mood swings In confidence, break a confidence, confidential Prejudice, biological sex Sexual orientation, gender identity Gender expression, verbal abuse Physical abuse</p>
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