






St Robert Southwell Catholic Primary School

Aiming For Excellence - Being The Best We Can Be

Year 5 PSHE Knowledge Organiser

What should I already know?		Vocabulary		Important facts																																																																
<p>In a Catholic school, pupils are growing to be: Respectful of their own bodies & character; Appreciative for blessings; Grateful to others & God; Patient when they do not always get what they want; Friendly, Caring, Respectful, Forgiving, Courteous and Honest. Just and fair in their treatment of other people, locally, nationally and globally; People who serve others; Active in their commitment to bring about change</p>		<table><tr><td>Designed</td><td>Planned what it would be like</td></tr><tr><td>Purpose</td><td>Reason</td></tr><tr><td>Love</td><td>Seeking the best for someone</td></tr><tr><td>Prayer</td><td>Petition</td></tr><tr><td>Pressure</td><td>The feeling that you’re being pushed into a certain choice, good or bad</td></tr><tr><td>Spoken pressure</td><td>Direct pressure</td></tr><tr><td>Unspoken pressure</td><td>Indirect pressure</td></tr><tr><td>Resist</td><td>Struggle</td></tr><tr><td>Threat</td><td>Danger</td></tr><tr><td>Flattery</td><td>Sweet talk</td></tr><tr><td>Consent</td><td>Giving permission for something to happen</td></tr><tr><td>Bodily autonomy</td><td>Control over our body</td></tr><tr><td>Respect</td><td>Admire</td></tr><tr><td>Thoughts</td><td>Words that we say to ourselves</td></tr><tr><td>Feelings</td><td>How we feel</td></tr><tr><td>Actions</td><td>What we do, our behaviour</td></tr><tr><td>Positive</td><td>Optimistic</td></tr><tr><td>Online</td><td>Connected electronically</td></tr><tr><td>NSPCC</td><td>National Society for the Prevention of Cruelty to Children</td></tr><tr><td>Share</td><td>Divide</td></tr><tr><td>Cyberbullying</td><td>Repeated bullying through technology</td></tr><tr><td>Physical contact</td><td>Touch</td></tr><tr><td>Abuse</td><td>Mistreat</td></tr><tr><td>Neglect</td><td>When someone fails to provide for a child’s needs</td></tr><tr><td>Physical abuse</td><td>Deliberately hurting a child</td></tr><tr><td>Emotional abuse</td><td>When someone treats a child in a way that affects their well-being</td></tr><tr><td>Sexual abuse</td><td>When a child is made to do something with their bodies that frightens or worries them or made to do this to someone else</td></tr><tr><td>Trinity</td><td>Three in one</td></tr><tr><td>God</td><td>Eternal Creator who we worship</td></tr><tr><td>Father</td><td>Our loving Carer, Abba</td></tr><tr><td>Son</td><td>Our Saviour, Adam</td></tr><tr><td>Holy Spirit</td><td>Our Comforter, Amara</td></tr></table>		Designed	Planned what it would be like	Purpose	Reason	Love	Seeking the best for someone	Prayer	Petition	Pressure	The feeling that you’re being pushed into a certain choice, good or bad	Spoken pressure	Direct pressure	Unspoken pressure	Indirect pressure	Resist	Struggle	Threat	Danger	Flattery	Sweet talk	Consent	Giving permission for something to happen	Bodily autonomy	Control over our body	Respect	Admire	Thoughts	Words that we say to ourselves	Feelings	How we feel	Actions	What we do, our behaviour	Positive	Optimistic	Online	Connected electronically	NSPCC	National Society for the Prevention of Cruelty to Children	Share	Divide	Cyberbullying	Repeated bullying through technology	Physical contact	Touch	Abuse	Mistreat	Neglect	When someone fails to provide for a child’s needs	Physical abuse	Deliberately hurting a child	Emotional abuse	When someone treats a child in a way that affects their well-being	Sexual abuse	When a child is made to do something with their bodies that frightens or worries them or made to do this to someone else	Trinity	Three in one	God	Eternal Creator who we worship	Father	Our loving Carer, Abba	Son	Our Saviour, Adam	Holy Spirit	Our Comforter, Amara	<p>Physically becoming an adult is a natural phase of life. Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it! They were made to love and be loved.</p> <p>God calls us to love others. We can participate in God’s call to us. Pressure comes in different forms; There are strategies that they can adopt to resist pressure. In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults. Thoughts and feelings impact our actions;</p> <p>God is Trinity - a community of persons; The Church is the Body of Christ. Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation</p>
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Personal Relationships	<p>Pupils should be taught: How to maintain positive relationships and strategies to use when relationships go wrong There are different types of relationships including those between acquaintances, friends, relatives and family Marriage represents a formal and legally recognised commitment For the Church, marriage has a special significance as one of the sacraments The characteristics of a healthy family life. How to make informed choices in relationships and that choices have positive, neutral and negative consequences An awareness of bullying (including cyber-bullying) and how to respond About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</p>																																																																			
	<p>Keeping Safe</p> <p>Pupils should be taught: Keeping safe To recognise their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That not all images, language and behaviour are appropriate To judge what kind of physical contact is acceptable or unacceptable and how to respond Importance of seeking and giving permission in relationships People who can help me That there are a number of different people and organisations they can go to for help in different situations and how to contact them How to report and get help if they encounter inappropriate materials or messages To keep asking for help until they are heard</p>																																																																			
<p>Living in the wider world</p> <p>Pupils should be taught: That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>		<div><div></div></div>																																																																		

Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.