



Knowledge, Understand, Skills and Processes for:
Personal, Social, Health and Economic Education (PSHEE) & Citizenship

PSHEE & Citizenship coverage for **YEAR 5**

Me and My Relationships

WHEN was it taught? In WHAT way? WHO needs extra support?

Relationships and Sex Education:

- I know the ways in which children grow and develop in puberty, both physically and emotionally
- I can manage my periods (menstruation); or I understand how girls manage their periods and am respectful of this
- I recognise as I approach puberty how people's emotions change at that time; and how to deal with my feelings towards myself, my family and others in a positive way
- I am aware of different types of relationships and what makes them positive relationships; and have the skills to form and maintain a healthy relationship (both online and offline)

Anti-Bullying:

- I know where individuals, families and groups can get help and support
- I know how to be a good friend (both online and offline) and how to manage falling out with a friend without a physical reaction
- I understand what boundaries are appropriate in friendships with peers and others (both online and offline)
- I understand the importance of being respectful to everyone; and recognise and care about other people's feelings (both online and offline)

Keeping Myself Safe

WHEN was it taught? In WHAT way? WHO needs extra support?

Drug (and Wider Risk Taking) Education:

- I can identify strategies used to keep myself physically and emotionally safe; including road, cycle, rail, water, fire and online safety
- I know how to call 999 in an emergency
- I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks
- I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know and the media (both online and offline)

Internet Safety:

- I know the internet has many benefits, but I know I need to balance my time spent online and offline and adhere to the age rating of social media and computer games
- I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend
- I know how to present myself safely online and understand the potential risks of providing personal information
- I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others
- I understand that the person that I think I am communicating with online may not be who they say they are
- I know how to manage requests for images of myself or others; what is and is not appropriate to ask for or share; and who to talk to if I feel uncomfortable and are concerned by such a request
- I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website

PSHEE & Citizenship coverage for YEAR 5	My Healthy Lifestyle		WHEN was it taught? In WHAT way? WHO needs extra support?
	Physical and Mental Wellbeing: - I understand the simple routines to prevent the spread of bacteria and viruses and the importance of immunisation - I know what makes a healthy lifestyle; the benefits of exercise and healthy eating; and the factors (both positive and negative) that affect mental wellbeing, including having a positive self-image - I understand the importance of good oral hygiene, including regular visits to the dentist - I know where individuals, families and groups can get help and support (both online and offline) Mental Health and Resilience: - I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others - I understand what resilience is and have strategies I can use to build my own resilience - I can resolve differences, looking at alternatives, making decisions and explaining choices - I know some of the ways of dealing with the feelings that can arise from change		
	Me and My Future		WHEN was it taught? In WHAT way? WHO needs extra support?
	Personal Finance: - I am able to make considered decisions about saving, spending and giving - I can differentiate between essentials and desires; needs and wants - I can make informed choices to get ‘value for money’ - I am able to assess ‘best buys’ in a range of circumstances - I can understand and manage feelings about money, both my own and others - I have an awareness of the range of financial products available such as insurance, bank accounts and loans - I can recognise financial decisions around borrowing such as saving vs credit - I know that there are a range of earnings for different jobs - I understand that I will not receive all of the money that I earn (as a result of tax, National Insurance etc.) Careers and Enterprise: - I know about the range of jobs carried out by different people and the stereotypes surrounding such career choices - I am aware of rights and responsibilities when it comes to treating people fairly at work - I understand how I can develop skills to make a contribution in the future - I can consider what I like, what I am good at and what I enjoy doing - I can talk positively about my strengths and take action for my weaknesses - I know the importance of making a good impression when going through a selection process - I understand that there are a range of benefits from employment, not just financial ones (e.g. making a difference and caring for others) Transition: - I can identify positive achievements during my time in Year 5 - I can identify my strengths, areas for improvement and set myself some goals for Year 6 - I can explain what I am worried about and what I am looking forward to in Year 6 - I know what to expect when I start Year 6		

Becoming an Active Citizen*WHEN was it taught? In WHAT way? WHO needs extra support?***PSHEE & Citizenship coverage for YEAR 5****Citizenship Education:**

- I know what democracy is and how a democratic government works
- I have taken part in democratic events in school e.g. voting for school council, mock election
- I understand the consequences of breaking the law and how the criminal justice system works in the UK
- I know how to access local and national support groups (both online and offline)
- I know that circumstances in other countries and cultures may be different from our own
- I understand why some people have chosen to leave their country and migrate to the UK
- I understand the difference between economic migrant, asylum seeker and refugee
- I know about Fair Trade and what it means
- I know that individual and community rights and responsibilities need to be taken into account when making decisions e.g. public enquiries, planning decisions for new roads/housing.
- I understand that choices we make as individuals, a community and a nation impact internationally
- I am beginning to understand that 'poverty' might have different meanings to people in different circumstances
- I can recognise and challenge stereotypes
- I know where to find impartial advice to inform my decision making and understand about media bias
- I can express my views confidently and listen to and show respect for the views of others
- I can talk about my opinions confidently and listen to and show respect for the opinions of others
- I can resolve differences; looking at alternatives, making decisions and explaining choices