

STANNINGLEY PRIMARY SCHOOL

YOU, ME, PSHE Assessment (Year 5)



The PSHE Association's subject Specialist Karen Summers says:

"You, Me, PSHE is a comprehensive and engaging planning resource which supports the teaching of PSHE education across key stages 1 and 2. The learning objectives and outcomes in each of the lesson plans are clear and precise with many opportunities for pupils to develop their knowledge, understanding and skills. Each topic incorporates activities to establish the starting point of learners and also cross-references to resources produced by the Islington Health and Wellbeing team."

Advice:

Since the majority of children will be working at the expected standard in each objective – record the year group in the (A) column e.g. Y5 and then only add the initials of the children working towards or who show greater depth. If you require any further advice contact the PSHE subject leader = Mrs Stott-Moore

Year 5 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Keeping Safe and managing risk: When things go wrong				
Lesson 1	Understand that people can be influenced by things online			
	Can explain that what they see online might not be trustworthy			
	Know when and how to report something that makes them feel unsafe or uncomfortable			
Lesson 2	Know what is meant by domestic violence and abuse			
	Understand that nobody should experience violence within a relationship			
	Know what to do if they experience violence/where to go for help, advice and support			
Lesson 3	Understand some of the reasons that might cause a young person to run away or go missing			
	Can identify the potential risks and dangers of running away or going missing			
	Know who to talk to if they feel like running away			

Year 5 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
 Sex and relationship education (SRE): <u>Growing and changing</u> 				
Lesson 1	Can identify changes throughout the human cycle			
	Understand change is on-going			
	Understand change is individual			
Lesson 2	Are able to define puberty			
	Identify physical changes associated with puberty			
	Understand that everyone's experience of puberty is different and that it begins and ends at different times			
Lesson 3	Can describe menstruation and wet dreams			
	Can explain effective methods for managing menstruation and wet dreams			
Lesson 4	Can explain how changes at puberty affect body hygiene			
	Can describe how to care for their bodies during puberty			
	Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming			
Lesson 5	Are able to describe how feeling and behaviour change during puberty			
	Can devise strategies for managing these changes			
	Understand how changes during puberty can affect relationships with other people			
Lesson 6	Are able to identify feeling and understand how they affect behaviour			
	Can practise strategies for managing relationships and changes during puberty			

Year 5 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Identity, society and equality: Stereotypes, discrimination and prejudice				
Lesson 1	Can explain what is meant by the work stereotype			
	Identify stereotypes as presented in the media and wider world			
	Feel able to challenge gender stereotypes			
Lesson 2	Identify some discriminatory language (homophobic, sexist, racist etc.)			
	Know what to do if they experience discriminatory language at school			
	Understand how discriminatory language can make people feel and that this is unacceptable			

Year 5 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Mental health and emotional wellbeing: Dealing with feelings				
Lesson 1	Are able to name and describe a wide range and intensity of emotions and feelings			
	Understand how the same feeling can be expressed differently			
	Recognise how emotions can be expressed appropriately in different situations			
Lesson 2	Identify situations when someone may feel conflicting emotions due to change			
	Can identify ways of positively coping with times of change			

	Recognise that change will affect everyone at some stage in their life			
Lesson 3	Recognise that at times of loss, there is a period of grief that people go through			
	Understand that there are a wide range of feelings that accompany bereavement and know that these are necessary and important			
	Know some ways of expressing feelings related to grief			

Year 5 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Drug, alcohol and tobacco education: Different influences				
Lesson 1	Know about different smoking drugs, including e-cigarettes, shisha, cannabis			
	Understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law			
	Understand that there are risks associated with all smoking drugs			
Lesson 2	Can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products			
	Can describe some of the other influences that surround a person's decision about whether to smoke or drink			
	Recognise that there are many influences on us at any time			
Lesson 3	Can describe some strategies that people can use if they feel under pressure in relation to drug use			
	Can demonstrate some ways to respond to pressure concerning drug use			
	Recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it			

Year 5 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Physical health and wellbeing: In the media				
Lesson 1	Know that food and drink adverts use misleading marketing messages in order to make a product seem more healthy for consumers			
	Are able to compare the health benefits of a food or drink product in comparison with an advertising campaign			
	Identify advertising as one influence on people's choices about food and drink			
Lesson 2	Are able to analyse how the media portray celebrities			
	Recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people			
	Can explain why we need to be cautious about things we see, hear or read about in the media			
Lesson 3	Understand that images can be changed or manipulated by the media and how this can differ from reality			
	Can describe how the media portrayal might affect people's feelings about themselves			
	Accept and respect that people have bodies that are different			

Guidance

Personal, social, health and economic (PSHE) education

Published 11 September 2013

Contents

Personal, social, health and
economic education

Sex and relationship education

Additional support

Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. 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 schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools 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.

Schools 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.