




































PSHE PROGRESSION IN SKILLS Y5 REQUIREMENTS

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION

AUTUMN 1	SPRING 1	SUMMER 1
<p><u>KEEPING SAFE & MANAGING RISK: WHEN THINGS GO WRONG</u></p> <p>L1. Pupils learn about keeping safe online</p> <ul style="list-style-type: none"> Pupils understand that people can be influenced by things online can explain why what they see online might not be trustworthy know when and how to report something that makes them feel unsafe or uncomfortable <p>L2. Pupils learn that violence within relationships is not acceptable</p> <ul style="list-style-type: none"> Pupils 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 <p>L3. Pupils learn about problems that can occur when someone goes missing from home</p> <ul style="list-style-type: none"> Pupils understand some of the reasons that might cause a young person to run away or be absent from home can identify the potential risks and dangers of running away or going missing know who to talk to if they feel like running away 	<p><u>MENTAL HEALTH AND WELLBEING: DEALING WITH FEELINGS</u></p> <p>L1. Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</p> <ul style="list-style-type: none"> Pupils 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 <p>L2. Pupils learn about times of change and how this can make people feel</p> <ul style="list-style-type: none"> Pupils 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 time in their life <p>L3. Pupils learn about the feelings associated with loss, grief and bereavement</p> <ul style="list-style-type: none"> Pupils recognise that at times of loss, there is a period of grief that people go through understand there are a range of feelings that accompany bereavement and know that these are necessary and important know some ways of expressing feelings related to grief 	<p><u>CAREERS, FINANCIAL CAPABILITY ECONOMIC WELLBEING: BORROWING AND EARNING MONEY</u></p> <p>L1. Pupils learn that money can be borrowed but there are risks associated with this</p> <ul style="list-style-type: none"> Pupils understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) can explain the difference between manageable and unmanageable debt and how this can make people feel can identify where people can access reliable information and support <p>L2. Pupils learn about enterprise</p> <ul style="list-style-type: none"> Pupils can identify skills that make someone enterprising know what is needed to plan and set up an enterprise can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise <p>L3. Pupils learn what influences people's decisions about careers</p> <ul style="list-style-type: none"> Pupils understand that money is one factor in choosing a job and that some jobs pay more than others can debate the extent to which a person's salary is more or less important to job satisfaction understand how people choose what job to do

AUTUMN 2	SPRING 2 (includes HEALTHY WEEK) davidh@dside.org.uk = D:SIDE	SUMMER 2
<p><u>IDENTITY, SOCIETY AND EQUALITY: STEREOTYPES, DISCRIMINATION AND PREJUDICE (INCLUDING TACKLING HOMOPHOBIA)</u></p> <p>L1. Pupils learn about stereotyping, including gender stereotyping</p> <ul style="list-style-type: none">  Pupils can explain what is meant by the word 'stereotype'  identify stereotypes as presented in the media and wider world  feel able to challenge gender stereotypes <p>L2. If possible organise a diversity workshop (Diversity Role Models) For example, a workshop featuring LGBT or straight ally role models who speak directly to young people about their experiences NB. Lesson 1 and 3 can be taught without lesson 2 if you decide not to have one of the workshops in school.</p> <p>L3. Pupils learn about prejudice and discrimination and how this can make people feel</p> <ul style="list-style-type: none">  Pupils identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)  know what to do if they experience discriminatory language at school  understand how discriminatory language can make people feel and that this is unacceptable <p>'ALRIGHT CHARLIE'</p> <p>To reduce young people's risk of grooming and CSE.</p> <ul style="list-style-type: none">  Can Identify the warning signs of grooming and CSE  Identify at least one trusted adult they would talk to about grooming and CSE  Can highlight how they would talk to this trusted adult 	<p><u>DRUG, ALCOHOL AND TOBACCO EDUCATION: DIFFERENT INFLUENCES</u></p> <p>L1. Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <ul style="list-style-type: none">  Pupils know about different smoking drugs, including cigarettes, e-cigarettes, shisha and 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 <p>L2. Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products</p> <ul style="list-style-type: none">  Pupils 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 alcohol  recognise that there are many influences on us at any time <p>L3. Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol</p> <ul style="list-style-type: none">  Pupils can describe some strategies that people can use if they feel under pressure in relation to drug use 	<p><u>PHYSICAL HEALTH AND WELLBEING: IN THE MEDIA</u></p> <p>L1 Pupils learn that messages given on food adverts can be misleading</p> <ul style="list-style-type: none">  Pupils know that food and drink adverts can 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 <p>L2. Pupils learn about role models</p> <ul style="list-style-type: none">  Pupils 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 <p>L3. Pupils learn about how the media can manipulate images and that these images may not reflect reality</p> <ul style="list-style-type: none">  Pupils 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

<p>AUTUMN 2 COOKING IN THE CURRICULUM: COOKING AND NUTRITION: TUNA PASTA BAKE See separate skill documentation</p>	<p> can demonstrate some ways to respond to pressure concerning drug use</p> <p> recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</p>	
	<p><u>SEX AND RELATIONSHIP EDUCATION:</u> <u>RELATIONSHIPS</u> <u>PUBERTY SESSION delivered by Health & Wellbeing</u> 1. Pupils learn about the changes that occur during puberty</p> <p> Pupils can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</p> <p> understand that puberty is individual and can occur any time between 8-17</p> <p> understand that body changes at puberty are a preparation for sexual maturity</p> <p>HEALTHY WEEK</p> <p> Pupils are able to assess what to do in an emergency</p> <p> can carry out some simple first aid procedures for different needs Bites and Stings</p> <p> can demonstrate how to ask for help from a range of emergency services</p> <p>https://www.sja.org.uk/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans</p>	