



Singleton Church of England Primary School

Progression of Skills and Knowledge

PSHE - Y5



Year 5 Cycle B	Me and My Relationships	Keeping Safe	Being my Best
KNOWLEDGE ORGANISERS	<u>Knowledge Organiser</u>	<u>Knowledge Organiser</u>	<u>Knowledge Organiser</u>
KEY VOCAB	Cooperation, teamwork, group, communication, negotiation, attributes, resolving situations, conflict, positive relationships, British values, bullying, friendship, sensitivity, assertive, media influence, risk-taking, social norms	Aspirations, drunks, healthy lifestyles, smoking, habit, hooked, addicted, dependent, harmful, risks, effects, resilience, positive relationships, positive, negative, outcomes, manage, bullying, intimidation, behaviours, Internet safety, decision-making, Internet, alcohol, drugs, healthy lifestyles, laws, media influence	diet, alcohol, drugs, five ways of well being, smoking, oxygen, sleep, food, water, health, exercise, affect, short term effects, long term effects, decision's, body parts, bacteria, cells, achievements, aspirations, diversity, growth mindset, talents, community comet pupil voice, risk taking, independent, support, body image, bullying, media influence, social media, qualities, mental health, First aid, unresponsive,
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Explain what is meant by the term's negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive, assertive behaviours; Understand and rehearse assertive skills. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face 	<ul style="list-style-type: none"> 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 inline bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face- to – face bullying. 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. Recognise which situations are risky; Explore and share their view about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. Consider what information is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain the risks of being friends inline with a person they have not met face- to- face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it. 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, including emotional risks; Understand the actual norms around smoking/ alcohol and the reasons for common misperceptions of these. 	<ul style="list-style-type: none"> Know two harmful effects of each smoking and drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. Know the basic functions of the four systems concerned and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water, oxygen, sleep and exercise for the human body and it's health. Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. State what is meant by community; Suggest ways of improving the school community. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed in the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
MAKING CONNECTIONS	<p>Year 4 – Me and My Relationships To know how to:</p> <ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Explain what we mean by a 'positive healthy relationship'; Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. Demonstrate a range of feelings through facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information. 	<p>Year 4 – Keeping Myself Safe To know how to:</p> <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either risky or hazardous; Suggest simple strategies for managing risk. Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing. Understand and explain the implications of sharing images online without consent. Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines) 	<p>Year 4– Being My Best To know how to:</p> <ul style="list-style-type: none"> Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balance of foods from across the good groups on the Eatwell Guide (formerly Eatwell Plate). Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.

	<ul style="list-style-type: none"> • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give example of who or where pressure to behave in an unhealthy, acceptable or risky way might come from. <p>Year 6 – Me and My Relationships</p> <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • Explain what is meant by the term’s ‘negotiation’ and ‘compromise’; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within collaborative task. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours through role-play, to resist peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to chose to be free to chose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication and technology. 	<ul style="list-style-type: none"> • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (social norms theory). • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p>Year 6 – Keeping Myself Safe</p> <ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face- to – face; • Understand and describe the ease with which something is posted online can spread. • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to jeep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misconceptions of these; • Describe some of the effects and risk of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people’s behaviour; • Suggest positive ways that people can get their emotional needs met. • Understand and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together. 	<ul style="list-style-type: none"> • Define what is meant by the word ‘community’; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community. <p>Year 6 – Being My Best</p> <ul style="list-style-type: none"> • Explain in what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people’s lives. • Identify aspirational goals; • Describe the actions needed to set and achieve these. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Asses a risk to help keep themselves safe. • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first- aid, for example dealing with common injuries, including head injuries.
KEY SKILLS	<p><u>Feelings</u></p> <ul style="list-style-type: none"> • I can give a range of examples of our emotional needs and explain why they are important. • I can explain why these qualities are important. • I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. 	<p><u>How our feelings can keep us safe</u></p> <ul style="list-style-type: none"> • I can give example of things that might influence a person to take risks online. I can explain that I have a choice. • I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it’s a lot more than this. 	<p><u>Being my best</u></p> <ul style="list-style-type: none"> • I can give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I’ve done which shows this. • I can explain and give an example of a skill or talent I have developed and the goal-setting that I’ve already done (or plan to do) in order to improve it.