



PSHE knowledge and
skills - Year 5

Key Area	Knowledge	Skills
<p><u>Families and Relationships</u></p> <p>Family Friendships Respectful relationships Change and loss</p>	<ul style="list-style-type: none"> ● To know that marriage is a legal commitment and is a choice people can make. ● To know that if I have a problem, I can call ChildLine on 0800 1111. ● To know what attributes and skills make a good friend. ● To understand what might lead to someone bullying others. ● To know what action a bystander can take when they are seeing bullying. ● To understand that positive attributes are the good qualities that someone has. ● To know that stereotypes can be unfair, negative and destructive. ● To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex or disability. 	<ul style="list-style-type: none"> ● Identify ways families might make children feel unhappy or unsafe. ● Explore the impact that bullying might have. ● Explore issues, which might be encountered in friendships and how these might impact friendship. ● Explore and question the assumptions we make about people based on how they look. ● Explore our positive attributes and be proud of these.
<p><u>Health and wellbeing</u></p> <p>Health prevention Physical health and wellbeing Mental wellbeing</p>	<ul style="list-style-type: none"> ● To understand the risks of sun exposure. ● To know that relaxation stretches can help us relax and de-stress. ● To know that calories are the unit that we use to measure the amount of energy certain foods give us. 	<ul style="list-style-type: none"> ● Develop independence for protecting myself in the sun. ● Understand the relationship between stress and relaxation. ● Consider calories and food groups to plan healthy meals.

	<ul style="list-style-type: none"> ● To know that what we do before bed can affect our sleep quality. ● To understand what can cause stress. ● To understand that failure is an important part of success. 	<ul style="list-style-type: none"> ● Develop greater responsibility for ensuring good quality sleep. ● Taking responsibility for my own feelings.
<p><u>Safety and the changing body</u></p> <p>Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body Basic first aid</p>	<ul style="list-style-type: none"> ● To know the steps to take before sending a message online (using the THINK mnemonic). ● To know some of the possible risks online. ● To know strategies I can use to overcome pressure from others and make my own decisions. ● To understand the process of the menstrual cycle. ● To know the names of the external sexual parts of the body and the internal reproductive organs. ● To know that puberty happens at different ages for different people. ● To know how to assess a casualty's condition. 	<ul style="list-style-type: none"> ● Develop an understanding of how to ensure relationships online are safe. ● Learn to make 'for' and 'against' arguments to help with decision making. ● Learn about the emotional changes during puberty. ● Identify reliable sources of help with puberty. ● Learn how to help someone who is bleeding.
<p><u>Citizenship</u></p>	<ul style="list-style-type: none"> ● To know what happens when someone breaks the law. ● To understand the waste hierarchy. ● To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. ● To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. ● To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. 	<ul style="list-style-type: none"> ● Explain why reducing the use of materials is positive for the environment. ● Discuss how rights and responsibilities link. ● Explore the right to a freedom of expression. ● Identify the contribution people make to the community and how this is recognised. ● Develop an understanding of how parliament and Government work.

		<ul style="list-style-type: none"> ● Identify ways people can bring about change in society.
<p><u>Economic wellbeing</u></p>	<ul style="list-style-type: none"> ● To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank. ● To know the difference between money earned (income) and money spent (expenditure). ● To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest. ● To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money. ● To know that they should be cautious about sharing financial information. ● To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want. ● To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities. ● To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment. 	<ul style="list-style-type: none"> ● Discuss money risks and management. ● Make and prioritise budgets. ● Discuss money's role in career choices. ● Assess loan and borrowing responsibilities and suitability. ● Implement money safeguarding strategies. ● Navigate emotional implications in financial situations. ● Seek guidance for financial dilemmas. ● Integrate factors to inform career decisions.