

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 5

NYCC Outcomes	Slingsby CP Outcomes
Me and my relationships	
I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation	I understand simple, safe routines to prevent the spread of bacteria and viruses. I know the importance of immunisation.
I know the ways in which children grow and develop in puberty - physically and emotionally	I know the ways in which children grow and develop physically during puberty. I know the ways in which children grow and develop emotionally during puberty.
I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this	I understand how girls manage their periods and I 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 recognise, as I approach puberty, how people's emotions change at that time. I know how to deal with my feelings towards myself, my family and others in a positive way during puberty.
I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship	I am aware of different types of relationships. I know what makes a positive, healthy relationships both online and offline. I have the skills to form and maintain a healthy relationship.
I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention	I can name people who look after me. I know which trusted adults I can go to if I am worried about anything online or offline, or about my health. I know how to attract the attention of my trusted adults if I am worried about anything.
I know how to respond safely and appropriately to adults I meet (including online) whom I do not know	I know how to respond safely and appropriately to adults I meet offline whom I do not know. I know how to respond safely and appropriately to adults I meet online whom I do not know.
I know where individuals, families and groups can get help and support I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent I understand what boundaries are appropriate in friendships with peers and others both on and offline	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 a fall out with a friend without a physical reaction e.g not violent. I understand what boundaries are appropriate in friendships with peers and others both online and offline.
Keeping myself safe	
I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment(rail, farm, water and fire) and I know how to call 999 in an emergency	I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (rail, farm, water and fire). 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 which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal. I am aware of some of the effects and risks of these substances and drugs.

Slingsby CP PSHE & RSE Scheme of Work 2020

Year 5

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 both on and offline and the media	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 both online, offline and the media.
I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. I do 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 understand how some people use online technology to bully other people. 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 online	I know how to present myself safely online. I understand the potential risks of providing personal information online.
I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others	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 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 (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request	I know how to manage requests for images of myself or others (this includes from friends). I know what is and is not appropriate to ask for or share. I know who to talk to if I feel uncomfortable and are concerned by a request for an image of myself or others.
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	I recognise that not all information on the internet is accurate or unbiased (advertising). I have strategies for identifying the origin of a website.
My healthy lifestyle	
I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.	I can identify what is meant by health: physical, mental and emotional health. I can explain what can affect health and wellbeing. I can identify choices that can have positive, neutral and negative consequences on a person's health and wellbeing. I can identify the everyday choices people can make to help take care of their body and mind. I can identify the benefits of a balanced lifestyle. I can explain the benefits of a balanced diet on health and wellbeing. I can describe who or what influences people's choices about food choices (e.g. peers, parents/carers, adverts). I can explain what people might consider when making decisions about what to eat and drink. I can describe situations when making a healthy choice can be more challenging. I can describe how people can make informed decisions about what to eat or drink.
I understand the importance of good oral hygiene, including regular visits to the dentist	I understand the importance of good oral hygiene. I know that to keep good oral hygiene, I must regularly visit the dentist.

Slingsby CP PSHE & RSE Scheme of Work 2020

Year 5

I know where individuals, families and groups can get help and support both on and offline	I know where individuals, families and groups can get help and support both online and offline.
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	<p>I can describe times that involve change and transition.</p> <p>I can identify a range of feelings that someone might have during these times.</p> <p>I can recognise what grief is and how this can feel for people.</p> <p>I can describe ways that people can explore and express feelings at times of change.</p> <p>I can identify the importance of treasuring and sharing memories.</p> <p>I can identify where to ask for advice or support at times of change.</p>
I understand what resilience is and have strategies I can use to build my own resilience	<p>I understand what resilience is.</p> <p>I have strategies I can use to build my own resilience.</p>
I can resolve differences, looking at alternatives, making decisions and explaining choices	I can resolve differences, looking at alternatives, making decisions and explaining choices.
I know some of the ways of dealing with the feelings that sometimes arise from changes	I know some of the ways of dealing with the feelings that sometimes arise from changes.
I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point	<p>I understand the importance of being respectful to everyone.</p> <p>I can recognise and care about other people's feelings both online and offline.</p> <p>I recognise when it is appropriate to confidentially challenge another person's viewpoint.</p>
Me and My future	
I am able to make considered decisions about saving, spending and giving	I am able to make considered decisions about saving, spending and giving money.
I can differentiate between essentials and desires - needs and wants	I can differentiate between essentials and desires (needs and wants).
I understand 'value for money' and can make informed choices to get 'value for money'	<p>I understand 'value for money'.</p> <p>I can make informed choices to get 'value for money'.</p>
I am able to assess 'best buys' in a range of circumstances	I am able to assess 'best buys' in a range of circumstances.
I am able to understand and manage feelings about money, my own and others	I am able to understand and manage feelings about money, my own and others.
I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly	<p>I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices.</p> <p>I am aware of some of the rights and responsibilities when it comes to treating people fairly.</p>
I know and understand how I can develop skills to make a contribution in the future	I know and understand how I can develop skills to make a contribution in the future
I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths	<p>I am starting to consider what I like.</p> <p>I am starting to consider what I am good at.</p> <p>I am starting to consider what I enjoy doing.</p> <p>I am can talk positively about my strengths.</p>
I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this	<p>I know the importance of making a good impression when going through a selection process.</p> <p>I can demonstrate some of the skills required to do this.</p>

Slingsby CP PSHE & RSE Scheme of Work 2020

Year 5

I know that there are a range of earnings for different jobs	I can explain that some jobs pay more than others and that money is one factor for people in choosing a career/job.
I can identify positive achievements during my time in Year 5	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 identify my strengths, areas for improvement and set myself some goals for Year 6.
Becoming an active citizen	
I know what democracy is and how a democratic government works	I can explain what is meant by a democracy I can explain how a democratic government works.
I have taken part in democratic events in school (eg: voting for school council, mock election)	I have taken part in democratic events in school (eg: 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 understand the consequences of breaking the law. I know how the criminal justice system works in the UK.
I know how to access local and national support groups both on and offline	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 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 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 understand the difference between economic migrant, asylum seeker and refugee.
I know about Fair Trade and what it means	I know about Fair Trade. I know what Fair Trade means.
I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)	I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc).
I understand that choices we make as individuals, a community and a nation impact internationally	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 different people in different circumstances	I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances.
I can recognise and challenge stereotypes	I can recognise and challenge stereotypes.
I know where to find impartial advice to inform my decision making and understand about media bias	I know where to find impartial advice to inform my decision making. I understand about media bias.
I can express my views confidently and listen to and show respect for the views of others	I can express my views confidently. I can listen to and show respect for the views of others.
I can talk and write about my opinions confidently and listen to and show respect for the opinions of others	I can talk and write about my opinions confidently. I can listen to and show respect for the opinions of others.
I can resolve differences, looking at alternatives, making decisions and explaining choices	I can suggest alternative strategies they can use to resolve differences (e.g. managing their own state, restorative language, negotiating, agreeing to disagree).

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 5

I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)

I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc).