



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### PSHE - Y5



Year 5 Cycle B	Valuing Difference	Rights and Respect	Growing and Changing
KNOWLEDGE ORGANISERS	<a href="#">Knowledge Organiser</a>	<a href="#">Knowledge Organiser</a>	<a href="#">Knowledge Organiser</a>
KEY VOCAB	Being yourself, self-esteem, bullying, friendships, positive relationships, British values, respect, tolerance, racism, discrimination, difference, religious beliefs, religious practises, Internet safety, gender identity, LGBT, social media, react, situations	Healthy lifestyles, responsibilities, health and well being, media influence, opinion, perceive, environment, pupil voice, right, community, responsibilities, duties, money, wages, salaries, costs, environmentally sustainable comet loan, credit, debt, interest, borrowing, lending, British values, democracy	Self esteem, bullying, growing and changing, resistance, disappointed, feelings, emotions, support networks, bullying, appropriate touch, inappropriate touch, seeking help, loss, separation, being different, puberty, reproduction, body parts, wet dreams, periods, body odour, positive relationships, caring, embarrassing
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none"><li>Define some key qualities of friendship;</li><li>Describe ways of making a friendship last;</li><li>Explain why friendships sometimes end.</li><li>Rehearse active listening skills:</li><li>Demonstrate respectfulness in responding to others;</li><li>Respond appropriately to others.</li><li>Develop an understanding of discrimination and its injustice, and describe this using example;</li><li>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li><li>Consider how discriminatory behaviour can be challenged.</li><li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li><li>Describe the benefits of living in a diverse society;</li><li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li><li>Understand that the information we see online, either text or images, is not always true or accurate;</li><li>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li><li>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li><li>Identify the consequences of positive and negative behaviour on themselves and others;</li><li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li></ul>	<ul style="list-style-type: none"><li>Identity, write and discuss issues currently in the media concerning health and wellbeing;</li><li>Express their opinions on an issue concerning health and wellbeing;</li><li>Make recommendations on an issue concerning health and wellbeing.</li><li>Understand the difference between a fact and an opinion;</li><li>Understand what biased reporting is and the need to think critically about things we read.</li><li>Define the differences between responsibilities, rights and duties;</li><li>Discuss what can make them difficult to follow;</li><li>Identify the impact on individuals and the wider community if responsibilities are not carried out.</li><li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li><li>Give examples of voluntary groups, the kind of work they do and its value.</li><li>State the costs involved in producing and selling an item;</li><li>Suggest questions a consumer should ask before buying a product.</li><li>Define the terms loan, credit, debt and interest;</li><li>Suggest advice for a range of situations involving personal finance.</li><li>Explain some of the areas that local councils have responsibility for;</li><li>Understand that local councillors are elected to represent their local community.</li></ul>	<ul style="list-style-type: none"><li>Use a range of words and phrases to describe the intensity of different feelings</li><li>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li><li>Explain strategies they can use to build resilience.</li><li>Identify people who can be trusted;</li><li>Understand what kinds of touch are acceptable or unacceptable;</li><li>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li><li>Explain how someone might feel when they are separated from someone or something they like;</li><li>Suggest ways to help someone who is separated from someone or something they like.</li><li>Know the correct words for the external sexual organs;</li><li>Discuss some of the myths associated with puberty.</li><li>Identify some products that they may need during puberty and why;</li><li>Know what menstruation is and why it happens.</li><li>Identify the consequences of positive and negative behaviour on themselves and others;</li><li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li><li>Recognise how our body feels when we're relaxed;</li><li>List some of the ways our body feels when it is nervous or sad;</li><li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li><li>Explain the difference between a safe and an unsafe secret;</li><li>Identify situations where someone might need to break a confidence in order to keep someone safe.</li></ul>
MAKING CONNECTIONS	<b>Year 4 – Valuing Difference.</b> To know how to: <ul style="list-style-type: none"><li>Define the terms 'negotiation' and 'compromise';</li><li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li><li>Understand that they have the right to protect their personal body space;</li><li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li><li>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li><li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li><li>Give examples of features of these different types of relationships, including how they influence what is shared.</li><li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li><li>Recognise potential consequences of aggressive behaviour;</li><li>Suggest strategies for dealing with someone who is behaving aggressively.</li><li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li><li>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</li><li>Understand and identify stereotypes, including those promoted in the media.</li></ul>	<b>Year 4 – Rights and Responsibilities</b> To know how to: <ul style="list-style-type: none"><li>Explain how different people in the school and local community help them stay healthy and safe;</li><li>Define what is meant by 'being responsible';</li><li>Describe the various responsibilities of those who help them stay healthy and safe;</li><li>Suggest ways they can help the people who keep them healthy and safe.</li><li>Understand that humans have rights and also responsibilities;</li><li>Identify some rights and also responsibilities that come with these.</li><li>Understand the reason we have rules;</li><li>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li><li>Recognise that everyone can make a difference within a democratic process.</li><li>Define the word <i>influence</i>;</li><li>Recognise that reports in the media can influence the way they think about an topic;</li><li>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li><li>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li><li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li></ul>	<b>Year 4 – Growing and Changing</b> To know how to: <ul style="list-style-type: none"><li>Describe some of the changes that happen to people during their lives;</li><li>Explain how the Learning Line can be used as a tool to help them manage change more easily;</li><li>Suggest people who may be able to help them deal with change.</li><li>Name some positive and negative feelings;</li><li>Understand how the onset of puberty can have emotional as well as physical impact</li><li>Suggest reasons why young people sometimes fall out with their parents;</li><li>Take part in a role play practising how to compromise.</li><li>Identify parts of the body that males and females have in common and those that are different;</li><li>Know the correct terminology for their genitalia;</li><li>Understand and explain why puberty happens.</li><li>Know the key facts of the menstrual cycle;</li><li>Understand that periods are a normal part of puberty for girls;</li><li>Identify some of the ways to cope better with periods.</li><li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li><li>Recognise how different surprises and secrets might make them feel;</li><li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li></ul>

	<p><b>Year 6</b></p> <p>To know how to:</p> <ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Suggest strategies for dealing with bullying, as a bystander;</li> <li>• Describe positive attributes of their peers.</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied.</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• <a href="#">Tolerance and respect for others (Supplement with LGBT fictional publications)</a></li> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>• <a href="#">Boys will be boys? - challenging gender stereotypes (Supplement with LGBT fictional publications)</a></li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>• Understand and explain the value of this work.</li> <li>• Define the terms 'income' and 'expenditure';</li> <li>• List some of the items and services of expenditure in the school and in the home;</li> <li>• Prioritise items of expenditure in the home from most essential to least essential.</li> <li>• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>• Understand how a payslip is laid out showing both pay and deductions;</li> </ul> <p>Prioritise public services from most essential to least essential</p> <ul style="list-style-type: none"> <li>• <b>Year 6</b></li> <li>• To know how to:</li> <li>• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>• Describe the language and techniques that make up a biased report;</li> <li>• Analyse a report also extract the facts from it.</li> <li>• Know the legal age (and reason behind these) for having a social media account;</li> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>• Explain what is meant by the term <i>interest</i>.</li> <li>• <b>JOBS &amp; TAXES (Fantastic Friday)</b></li> <li>• Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>• Evaluate the different public services and compare their value.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> <li>• To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>• To recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul> <p><b>Year 6</b></p> <p>To know how to:</p> <ul style="list-style-type: none"> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> <li>• Understand that fame can be short-lived;</li> <li>• Recognise that photos can be changed to match society's view of perfect;</li> <li>• Identify qualities that people have, as well as their looks.</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> <li>• Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>
<b>KEY SKILLS</b>	<ul style="list-style-type: none"> <li>• I can give examples of different faiths and cultures and positive things about having these differences.</li> <li>• I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</li> <li>• I can give a few different examples of things that I am responsible for to keep myself healthy.</li> <li>• I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what resilience is and how it can be developed.</li> <li>• I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</li> <li>• I am able to identify when I need help and can identify trusted adults in my life who can help me.</li> </ul>