



End of Year Attainment Summary – PSHE (Health & Relationships)

<u>Year Group: 5</u>	<u>To be taught in stipulated term:</u>		
Health and Wellbeing	<u>Autumn 1</u>	<u>Autumn 2</u>	
I can explain the importance of adopting healthy lifestyle choices for my long term health benefits – to include physical, emotional & mental health.			
To recognise warning signs about our health and wellbeing in order to ask for support.			
Understand the benefits to health by balancing device time with 'real life' activities			
I understand why I need to maintain my personal hygiene: reduce the spread of bacteria and viruses, social etiquette.			
I am aware that allergies /ailments can be managed / treated using medicines responsibly.			
I can recognise, as I approach puberty, how to deal with my changing moods as well as my emotions towards others (such as family and friends) in a positive way.			
To be aware of the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). <i>School Nurses deliver.</i>			
GIRLS – As I approach puberty I am aware of menstruation, the use of sanitary products and who I can talk to for advice/support.			
I can identify different risks and decide how to keep myself safe (illegal drugs, prescribed medicines, cigarettes/vaping and alcohol)			

I understand laws and know why to follow rules in order to stay safe (law & order: peer pressure, knife crime, anti-social behaviour).			
I am becoming more aware at predicting, assessing and managing risk in different situations: fire, water, heights, building sites, etc.			
Know that there are laws around the purchase of games; the production, sending and storage of images; what is written online; and around online gambling			
Dealing with grief – who can help me?			
My views – we are all different, and this is ok.			
I can identify my achievements and my mistakes in order to set personal goals			
I can face new challenges positively by preparing myself beforehand			
I can offer basic first aid and if a situation arose assess if the emergency services were required.			
Relationships.	<u>Summer 1</u>	<u>Summer 2</u>	
I can understand how my actions affect myself & others (hurt feelings)			
I understand that friendships have their ups and downs but I am aware of strategies to resolve and reconcile differences.			
I can recognise if a friendship (on or offline) is making me feel unsafe or uncomfortable and I can manage this by asking someone I trust for support. (trolling, harassment, deliberate exclusion, discrimination, teasing, bullying).			
I realise that people living within communities have different values, customs, genders & sexualities and beliefs but we can still be friends. (tolerance, resilience, empathy) LGBT – 1st mention Year 5			
I can learn skills to identify and maintain healthy relationships throughout life: kindness, compassion, patience, etc.			

I can explain the nature and consequences of unhealthy relationships: including racism, bullying, inappropriate and aggressive behaviours.			
Domestic violence - I can explain where I can get help for myself or friends & family.			
I can judge: what kind of physical contact is acceptable and unacceptable; what is a surprise and what is a harmful secret.			
I know the 'PANTS' rule and can explain to others to keep them safe too.			
I am aware that Female Genital Mutilation (under any name) is against British law. What to do, and whom to tell, if they think they or someone else, may be at risk.			
I know when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it.'			
I know to ask for help and share problems with someone I trust.			
I can explain how to keep myself safe online.			
Living In the Wider World.	<u>Spring 1</u>	<u>Spring 2</u>	
I can identify jobs and careers which I'm interested in pursuing.			
I can understand that skills are required which will enable me to secure future employment			
I can understand the importance of saving money for my future			
I can identify that different rules are needed in different situations			
I can talk, write and verbally explain my opinions on issues that affect me & society			
I know of many reasons to improve and care for my local and global environment.			
I can empathise and show tolerance towards other people's differences and view-points as I appreciate and acknowledge that there is a wide			

range of differences between individual citizens within the UK. (Relationships, religion, disabilities, beliefs, minority groups, etc.)			
Sensitive issues: be aware of insensitive labelling: 'you're so gay' - 'stop acting like a girl', 'are you blind/deaf', etc.			
I can explain how Britain is a democracy and compare with my understanding of the term 'dictatorship'.			
I can explore how the media present information (Is it true? Is it biased?).			
I can understand that people living in England live under the rule of law (the only law) which protects the well-being and safety of all its citizens.			
I can identify methods of improving the environment and explain reasons for doing so.			
Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns.			
Understand what makes a strong password and why this is important at school and in the wider world.			