



Kingsley Primary School

PSHE Knowledge Progression Sheet

Being in My World	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how to face new challenges positively -Understand how to set personal goals -Understand the rights and responsibilities associated with being a citizen in the wider community and their country -Know how an individual's behaviour can affect a group and the consequences of this -Understand how democracy and having a voice benefits the school community -Understand how to contribute towards the democratic process
Disciplinary Knowledge	<ul style="list-style-type: none"> -Be able to identify what they value most about school -Identify hopes for the school year -Empathy for people whose lives are different from their own -Consider their own actions and the effect they have on themselves and others -Be able to work as part of a group, listening and contributing effectively -Understand why the school community benefits from a Learning Charter -Be able to help friends make positive choices -Know how to regulate my emotions
Key Vocabulary	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.



Celebrating Differences	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know what culture means -Know that differences in culture can sometimes be a source of conflict -Know what racism is and why it is unacceptable -Know that rumour spreading is a form of bullying on and offline -Know external forms of support in regard to bullying e.g. Childline -Know that bullying can be direct and indirect -Know how their life is different from the lives of children in the developing world
Disciplinary Knowledge	<ul style="list-style-type: none"> -Identify their own culture and different cultures within their class community -Identify their own attitudes about people from different faith and cultural backgrounds -Identify a range of strategies for managing their own feelings in bullying situations -Identify some strategies to encourage children who use bullying behaviours to make other choices -Be able to support children who are being bullied -Appreciate the value of happiness regardless of material wealth -Develop respect for cultures different from their own
Key Vocabulary	<p>Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.</p>



Dreams and Goals	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that they will need money to help them to achieve some of their dreams -Know about a range of jobs that are carried out by people I know -Know that different jobs pay more money than others -Know the types of job they might like to do when they are older -Know that young people from different cultures may have different dreams and goals -Know that communicating with someone from a different culture means that they can learn from them and vice versa -Know ways that they can support young people in their own culture and abroad
Disciplinary Knowledge	<ul style="list-style-type: none"> -Know that they will need money to help them to achieve some of their dreams -Know about a range of jobs that are carried out by people I know -Know that different jobs pay more money than others -Know the types of job they might like to do when they are older -Know that young people from different cultures may have different dreams and goals -Know that communicating with someone from a different culture means that they can learn from them and vice versa -Know ways that they can support young people in their own culture and abroad
Key Vocabulary	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>



Healthy Me	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know the health risks of smoking -Know how smoking tobacco affects the lungs, liver and heart -Know some of the risks linked to misusing alcohol, including antisocial behaviour -Know basic emergency procedures including the recovery position -Know how to get help in emergency situations -Know that the media, social media and celebrity culture promotes certain body types -Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure -Know what makes a healthy lifestyle
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can make informed decisions about whether or not they choose to smoke when they are older -Can make informed decisions about whether they choose to drink alcohol when they are older -Recognise strategies for resisting pressure -Can identify ways to keep themselves calm in an emergency -Can reflect on their own body image and know how important it is that this is positive -Accept and respect themselves for who they are -Respect and value their own bodies -Be motivated to keep themselves healthy and happy
Key Vocabulary	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>



Relationships	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that a personality is made up of many different characteristics, qualities and attributes -Know that belonging to an online community can have positive and negative consequences -Know that there are rights and responsibilities in an online community or social network -Know that there are rights and responsibilities when playing a game online -Know that too much screen time isn't healthy -Know how to stay safe when using technology to communicate with friends
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can suggest strategies for building self-esteem of themselves and others -Can identify when an online community / social media group feels risky, uncomfortable, or unsafe -Can suggest strategies for staying safe online/ social media -Can say how to report unsafe online / social network activity -Can identify when an online game is safe or unsafe -Can suggest ways to monitor and reduce screen time -Can suggest strategies for managing unhelpful pressures online or in social networks
Key Vocabulary	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.</p>



Changing Me	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know what perceptions mean and that perceptions can be right or wrong -Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally -Know that becoming a teenager involves various changes and also brings growing responsibility
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can celebrate what they like about their own and others' self and body-image. -Can suggest ways to boost self-esteem of self and others -Recognise that puberty is a natural process that happens to everybody and that it will be OK for them -Can ask questions about puberty to seek clarification -Can express how they feel about having children when they are an adult -Can express how they feel about becoming a teenager -Can say who they can talk to if concerned about puberty or becoming an adult/teenager
Key Vocabulary	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet Dream, Growth Spurt, Larynx, Facial Hair, Pubic Hair, Hormones, Scrotum, Testosterone, Foreskin, Ovaries, Egg (Ovum), Period, Embryo, Umbilical Cord, Foetus, IVF, Pregnancy, Menstruation, Sanitary Products, Tampon, Pad, Towel, Liner, Hygiene, Age Appropriateness, Legal, Laws, Responsible, Teenager, Responsibility, Rights.</p>