

| Year 5 – Me and My Relationships | Learning outcomes |
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| 1 | <ul style="list-style-type: none"> • I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation. |
| 2 | <ul style="list-style-type: none"> • I know the ways in which children grow and develop in puberty – physically and emotionally. • I can manage my periods (menstruation) or 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. |
| 3 | <ul style="list-style-type: none"> • 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. |
| 4 | <ul style="list-style-type: none"> • 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 know where individuals, families and groups can get help and support. |
| 5 | <ul style="list-style-type: none"> • I know how to respond safely and appropriately to adults I meet (including online) whom I do not know. • I understand what boundaries are appropriate in friendships with peers and others both on and offline. |
| 6 | <ul style="list-style-type: none"> • 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. |
| 7 | <ul style="list-style-type: none"> • 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. |

| Year 5 – Keeping myself safe | Learning outcomes |
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| 1 | <ul style="list-style-type: none"> • 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. |
| 2 | <ul style="list-style-type: none"> • I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks. • 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. |
| 3 | <ul style="list-style-type: none"> • 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. |

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| | <ul style="list-style-type: none"> • 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. |
| 4 | <ul style="list-style-type: none"> • 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. |
| 5 | <ul style="list-style-type: none"> • I know how to present myself safely online and 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 understand that the person that I think I am communicating with on-line may not be who they say they are. |
| 6 | <ul style="list-style-type: none"> • 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. |

| Year 5 – My healthy lifestyle | Learning outcomes |
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| 1 | <ul style="list-style-type: none"> • 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 understand the importance of good oral hygiene, including regular visits to the dentist. • I know where individuals, families and groups can get help and support both on and offline. |
| 2 | <ul style="list-style-type: none"> • 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. • I know some of the ways of dealing with the feelings that sometimes arise from changes. |
| 3 | <ul style="list-style-type: none"> • I understand what resilience is and have strategies I can use to build my own resilience. |
| 4 | <ul style="list-style-type: none"> • I can resolve differences, looking at alternatives, making decisions and explaining choices. |

| Year 5 – Me and my future | Learning outcomes |
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| 1 | <ul style="list-style-type: none"> • I am able to make considered decisions about saving, spending and giving. • I can differentiate between essentials and desires – needs and wants. • I am able to understand and manage feelings about money, my own and others. |
| 2 | <ul style="list-style-type: none"> • I understand ‘value for money’ and can make informed choices to get ‘value for money’. • I am able to assess ‘best buys’ in a range of circumstances. |

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| 3 | <ul style="list-style-type: none"> • 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. • I know and understand how I can develop skills to contribute in the future. |
| 4 | <ul style="list-style-type: none"> • 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. • I know that there are a range of earnings for different jobs • I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc). |
| 5 | <ul style="list-style-type: none"> • 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. • 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. |

| Year 5 - Becoming an active citizen | Learning outcomes |
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| 1 | <ul style="list-style-type: none"> • I know what democracy is and how a democratic government works. • I have taken part in democratic events in school (eg: voting for school council, mock election) |
| 2 | <ul style="list-style-type: none"> • I understand the consequences of breaking the law and how the criminal justice system works in the UK. • I know how to access local and national support groups both on and offline. |
| 3 | <ul style="list-style-type: none"> • 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 the difference between economic migrant, asylum seeker and refugee. |
| 4 | <ul style="list-style-type: none"> • I know about Fair Trade and what it means. |
| 5 | <ul style="list-style-type: none"> • I know that individual and community rights and responsibilities need to be considered 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 know where to find impartial advice to inform my decision making and understand about media bias. |
| 6 | <ul style="list-style-type: none"> • I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances. |
| 7 | <ul style="list-style-type: none"> • I can recognise and challenge stereotypes. • I can express my views confidently and 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 resolve differences, looking at alternatives, making decisions and explaining choices. |

