

PSHE and Citizenship Entitlement Framework Upper Primary

Year 4	Year 5	Year 6
<p>Me and my relationships I feel good about myself and my body and having an understanding of how the media presents ‘body image’ I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out 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 how to attract their attention I can respond appropriately to other people’s feelings I can recognise my worth as an individual and the worth of other people I understand a range of feelings and how these make me feel both emotionally and physically</p>	<p>Me and My relationships I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation 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 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 can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention 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</p>	<p>Me and my relationships I understand the physical and emotional changes I will go through at puberty I can look after my body and health as I go through puberty I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this I know about human reproduction including conception I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers) I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships) I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships) I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline</p>

Keeping myself safe

I can describe what risk means to me both on and offline
I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline
I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency
I have some effective strategies to cope with peer influence and peer pressure both on and offline
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 know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable
I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this
I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this
I know how to recognise and display respectful behaviour online

I understand what boundaries are appropriate in friendships with peers and others both on and offline
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

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 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
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 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 can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict
I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities
I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)
I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult

Keeping myself safe

I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency
I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe

<p>My healthy lifestyle</p> <p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors</p> <p>I understand what is meant by a healthy diet (including understanding calories, and nutritional content)</p> <p>I can make informed choices about healthy eating and exercising</p> <p>I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage</p> <p>I understand a range of feelings and how these make me feel both emotionally and physically</p> <p>I have a range of strategies for managing and controlling strong feelings and emotions</p> <p>I can respond appropriately to other people's feelings</p> <p>I can recognise my worth as an individual and the worth of other people</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I can identify positive things about myself, recognise some of my mistakes and learn from them</p> <p>I can make some changes quickly and easily but also understand that some changes are hard and can take a long time</p>	<p>I know how to present myself safely online and understand the potential risks of providing personal information online</p> <p>I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others</p> <p>I understand that the person that I think I am communicating with on-line may not be who they say they are</p> <p>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</p> <p>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</p> <p>My healthy lifestyle</p> <p>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</p> <p>I understand the importance of good oral hygiene, including regular visits to the dentist</p> <p>I know where individuals, families and groups can get help and support both on and offline</p> <p>I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to</p>	<p>I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly</p> <p>I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change</p> <p>I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media</p> <p>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</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends</p> <p>I know in real life I am able to recognise risks, harmful content and contact and now how to report them</p> <p>I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications</p> <p>I understand how the media (advertising and internet) may influence my opinions and choices I have an understanding of how my</p>
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<p>Me and My future I can demonstrate how to look after and save money I can begin to develop an understanding that people have different financial circumstances I can begin to understand the different values and attitudes that people have with regard to money I recognise the range of jobs carried out by people they know I can explain how I will develop skills for work in the future I am aware that the learning choices I make will affect my future options I can identify my strengths, areas for improvement and set high aspirations and goals I can identify positive achievements during my time in Year 4 I can identify my strengths, areas for improvement and set myself some goals for Year 5</p> <p>Becoming an active citizen I can acknowledge that others have different points of view both on and offline I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects</p>	<p>others I understand what resilience is and have strategies I can use to build my own resilience 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</p> <p>Me and My future I am able to make considered decisions about saving, spending and giving 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’ 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 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 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 I know the importance of making a good impression when going through a selection</p>	<p>information and data is shared and used online 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 am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>My healthy lifestyle I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing I understand early signs of physical illness, such as weight loss, or unexplained changes to the body</p>
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<p>on individuals and communities, such as travellers, migrants and asylum seekers I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints I understand how my choices may impact on the environment I can describe the values of the school and know why they are important I can describe the 'British Values' and give examples of what they mean in school and in society I can demonstrate respect and tolerance both on and offline towards people different from myself</p>	<p>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) 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</p> <p>Becoming an active citizen 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) 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 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 I know about Fair Trade and what it means I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public</p>	<p>I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions I have an understanding of mental ill health and how important it is for people to get early help to support them I understand that the media can have a positive and negative effect on mental health, e.g. body image I understand what being resilient means to me and I have strategies I can use I know how change can impact with our feelings of belonging</p> <p>Me and My future I know that people buy things online and have online bank accounts and passwords to keep money safe I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices I can describe a range of local businesses and how they are run and the products and / or services they provide</p>
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	<p>enquiries, planning decisions for new roads/housing, etc)</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making and understand about media bias</p> <p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can talk and write about my opinions confidently and listen to and show respect for the opinions of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p>	<p>I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act</p> <p>I know how to keep myself safe when working and what the law says to protect workers</p> <p>I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising</p> <p>I understand that money we earn also supports the community</p> <p>I can identify positive achievements during my time in Primary School I can explain what I am worried about and what I am looking forward to in Year 7</p> <p>Becoming an active citizen</p> <p>I understand how democracy works in the UK at a local, regional and national scale</p> <p>I understand that there are other forms of government that are not democratic and can give some examples of these</p> <p>I understand what being part of a community means and I can take part more fully in school and community activities</p> <p>I understand the mental health benefits of community participation and volunteering</p> <p>I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment</p> <p>I understand that everyone has human rights and that children have their own special</p>
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