



Curriculum End Points

Year Five

Topic: Citizenship: How can we be in control of our own money?

- Distinguish between needs and wants when making spending decisions.
- Identify different sources of income and types of expenditure.
- Allocate money within a weekly budget while prioritising needs.
- Explain how a loan works.
- Evaluate whether taking out a loan is sensible, including the consequences of late repayment.
- Identify situations where money may be at risk online or offline.
- Recommend suitable strategies for keeping money safe.
- Assess the possible risks and consequences of different forms of gambling.

Key Vocabulary

budget	loan
need	private information
expenditure	gambling
income	



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Topic: Citizenship: How can we make a difference in our communities and beyond?

- Give examples of people who have contributed to their community.
- Identify issues they care about.
- Describe how community groups can help make a difference.
- Describe how the UK government is made up of elected people.
- Name different parts of the UK government and what they do.
- Recognise that taxes help fund government and local spending.
- Understand the role of local councillors.
- Role-play a local council surgery.
- Explain how pressure groups try to persuade the public or the government to make changes.
- Describe ways they can influence what happens in Parliament.

Key Vocabulary

budget	influence
campaign	issue
citizenship	Local council
councillor	Member of Parliament
democracy	national
government	tax



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Topic: Connecting with others: Why are healthy relationships important?

- Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests.
- Link aspects of identity to their own behaviour or choices.
- Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships.
- Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help.
- Describe why healthy friendships matter for wellbeing.
- Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges.
- Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements.
- Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful.

Key Vocabulary

Civil Partnership	Influence
Commitment	Marriage
Conflict	Support



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Topic: Growing up: How can I manage the changes to my body and emotions as I grow up?

- Explain what puberty is and why it happens.
- Describe the physical changes that occur during puberty, using correct scientific vocabulary.
- Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness.
- Describe the range of emotions that may be experienced during puberty and explain why these can change over time.
- Identify trusted adults and people they can talk to for support or advice.
- Describe what a period is, why it happens and how it can be managed, including naming different products.
- Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect.
- Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses.

Key Vocabulary

Egg	Period Pad
Genitals	Period Pants
Hormones	Self-Conscious
Hygiene	Sensitive
Influence	Tampon
Menstrual Cup	Womb/Uterus



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Topic: My healthy self: How can I support my mind and body as I grow?

- Identify nutrients on traffic light food labels.
- Compare traffic light food labels to make a healthier choice.
- Describe how active they are now and why adults stay active.
- Identify light, moderate and vigorous activity.
- Explain how physical activity supports the body and mind.
- Name a range of more complex feelings.
- Describe signs of more complex feelings in the body.
- Suggest helpful ways to respond to strong and complex feelings.
- Describe ways to look after mental health.
- Recognise signs that someone might need support with their mental health.
- Name trusted adults and professionals who can help with mental health and explain what they do.

Key Vocabulary

Light Activity	Regulate
Mental Health	Response
Moderate Activity	Vigorous Activity



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Topic: The Online World: How am I influenced by what I see online?

- Understand that much online content is designed to influence people.
- Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact)).
- Explain that influence can affect what people buy, watch or believe and is not always obvious.
- Recognise the difference between fact and opinion.
- Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions.
- Evaluate online content and assess whether it is reliable and true.
- Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).

Key Vocabulary

Advert	Opinion
Fact	Scam
Influence	Sponsored
Mislead	Targeted Advert