

	<p>Belonging to a community Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> • (All Link with Equality Mark) • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment
	<p>Media literacy and Digital resilience How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes (Links with Equality Mark) • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information
	<p>Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people’s career opportunities (Links with Equality Mark). • about stereotyping in the workplace, its impact and how to challenge it (Links with Equality Mark). • that there is a variety of routes into work e.g. college, apprenticeships, university, training

YEAR 5

PSHE

objectives for
the Spring
Term

The document
details what
the children
will be learning
about in PSHE
over the Spring
Term.