

	PSCD Year 5 - Level 6
	Subject Focus: Intrapersonal and Interpersonal awareness
1	I can prepare a set of rules for the group.
2	I can talk about the importance of rules for the effective functioning of the group.
3	I can make a list of the consequences when breaking the ground rules established by the group.
4	I can list positive qualities that I have and list qualities I need to improve upon.
5	I can talk about myself to my peers and teachers.
6	I can identify and talk about different emotions that arise in different situations.
7	I can express my emotions.
8	I can talk about the importance of understanding the emotions of others.
9	I can show how I can regulate and manage my emotions.
10	I can describe the characteristics of a good friend.
11	I can identify healthy ways of how friends can express their feelings with each other.
12	I can explain why caring, sharing and love are important for building positive friendships.
13	I can explain what is a bully and how to identify one.
14	I can describe the negative effects of the different types of bullying on the victim.
15	I can show how to avoid bullies, help others when being bullied and where to seek assistance if necessary.
16	I can define what is assertive, passive and aggressive behaviour.
17	I can illustrate how to be assertive by writing or saying 'I' messages.
18	I can identify that every child has rights and understand why there is a need for children's rights.
19	I can talk about why some children do not enjoy the same rights.
20	I can describe why rights carry responsibilities.
21	I can talk about the causes that cause people to leave their countries.
22	I can explain the meaning of asylum seekers, migrants and refugees.

23	I can talk about what makes us who we are and how we can understand and celebrate similarities and differences.
24	I can identify different ways of how to help new students that come to my school or class.
25	I can explain what gratitude is.
26	I can talk about things and/ or persons I should be grateful for.
27	I can list different ways of how I can show my gratitude to family members, peers and other persons in my life.
28	I can explain why we should be grateful to the elderly and how to show them respect.
29	I can talk about the importance of democracy.
30	I can explain what a school council is and how it can have a positive contribution to the school I attend to.
31	I can identify the different roles that different members in a school council have, and the skills needed for each role.
Subject Focus: Career Exploration and Planning	
32	I can list the advantages and disadvantages of different jobs and careers carried out by people in my family.
33	I can make a list of the skills needed for at least one job or career that work in school or contribute in some way to the smooth running of the school (eg. Bus driver, cleaner, librarian).
34	I can give examples of stereotypical and non- stereotypical roles within the family.
35	I can list the different occupations within the community I live in and discuss if gender influences who does which job or not.
36	I can describe why all occupations are important to the community I live in.
37	I can talk about the things I can do to contribute to my home, school community and/ or my town or village.
38	I can talk about health and safety issues in various occupations and list precautions one can take to protect self and others.
Subject Focus: Health, Safety and Well Being	

39	I can discuss how the choices I make affect my health and well being . (For example, food, sleep, activities)
40	I can explain clearly and in detail why and how I need to take more responsibility for my own physical health and personal hygiene.
41	I can describe how my family, friends and the media might influence me in the choices I make in relation to my health and well being.
42	I can identify responsible and risky choices and behaviours taking place on social networking profiles.
43	I can explain what a digital footprint is.
44	I can talk on how I will manage my digital footprint.
45	I can describe ways by which I will be respectful, responsible and safe when on-line and off-line.
46	I can discuss the different characteristics that make someone a good online and offline citizen.
47	I can describe the similarities and differences between bullying face-to-face and cyberbullying.
48	I can talk about different ways to tackle cyberbullying, where to seek help and how to assist someone who is being bullied online.
49	I can talk and describe what love is and how you can show love to others.
50	I can identify the changes that occur during puberty.
51	I can describe why it is important to use the right language when talking about different aspects of puberty (e.g. private body parts).
52	I can describe why everyone's experience during puberty is different and that it begins and ends at different times for different people.
53	I can describe how feelings and moods affect one's behaviour during puberty.
54	I can explain how media messages affect the way one looks at gender and at one's body image.
55	I can talk about gender stereotypes and the different ways I can challenge them.

56	I can describe the similarities and differences between different sexes.
57	I can talk about the different stages leading to pregnancy.
58	I can identify some of the skills and qualities needed by a parent or carer.
59	I can explain the different ways in which parents or carers meet the needs of babies and children.
60	I can recognize that both men and women can and should take on different roles and responsibilities when caring for babies and children.
61	I can talk about menstruation and the period and how to take care of myself. (girls)
62	I can talk about growing up issues and what to do if this happens. (boys)
63	I can identify ways of adopting a healthy lifestyle (sleep, personal hygiene , exercise, food).
64	I can identify and recognize abusive and non-abusive behaviours.
65	I can describe different ways of staying safe and seeking help and assistance when needed (179, guidance teachers).
66	I recognize the importance of the Global Goals for Sustainable development, in particular “Industry, innovation and infrastructure”, “Reduced inequalities”, “Sustainable cities and communities” and “Responsible production and consumption”.
67	I can talk about the rights of animals and the responsibilities of pet owners and farmers.
68	I can list the rights of animals that are not domestic and the threats to their lives.
69	I can both explain why and identify which medicinals should only be taken by a doctor’s prescription (such as antibiotics).
70	I can describe different sort of risks at home, at school and outside and list strategies to take care of myself in such situations.