

PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 5 Topic: 1 Me and My Relationships

Key knowledge

- Explain what collaboration means;
- Give examples of how they have worked collaboratively;
- Describe the attributes needed to work collaboratively.
- Explain what is meant by the terms negotiation and compromise;
- Describe strategies for resolving difficult issues or situations.
- Demonstrate how to respond to a wide range of feelings in others;
- Give examples of some key qualities of friendship;
- Reflect on their own friendship qualities.
- Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help.
- Identify characteristics of passive, aggressive and assertive behaviours;
- Understand and rehearse assertiveness skills.
- Recognise basic emotional needs, understand that they change according to circumstance;
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
- Understand that online communication can be misinterpreted;
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.



Key vocabulary

collaboration	a cooperative effort by which people or organisations work together to accomplish a common project or mission.
relationship	a connection between people.
strategies	a plan, method, or series of actions meant to perform a particular goal or effect.
conflict	strong disagreement or bad feeling between people.
negotiation	discussions meant to help people agree on something.
beliefs	an idea accepted as true; something that is believed.
friendship	the state or condition of being a friend.
risky	involving a chance of getting hurt or losing something.
consequences	that which follows; result.
actions	way of acting or behaving.
resolve	to deal with in a successful way; settle.
situation	state of affairs; circumstances.
feelings	an emotion.
communication	the sharing or exchange of messages, information, or ideas.

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Year: 5

Topic: 2

Valuing Difference

Key knowledge

- Define some key qualities of friendship;
- Describe ways of making a friendship last;
- Explain why friendships sometimes end.
- Rehearse active listening skills:
- Demonstrate respectfulness in responding to others;
- Respond appropriately to others.
- Recognise some of the feelings associated with feeling excluded or 'left out';
- Give examples of ways in which people behave when they discriminate against others who are different from them;
- Understand the importance of respecting others, even when they are different from themselves.
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
 - Understand that the information we see online either text or images, is not always true or accurate;
 - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
 - Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
 - Identify the consequences of positive and negative behaviour on themselves and others;
 - Give examples of how individual/group actions can impact on others in a positive or negative way.



Key vocabulary

family	a specific group of people that may be made up of partners, children, grandparents, uncles, aunts and cousins.
mutual	felt, said, or done by each for the other; shared by two or more people; given and received.
consequences	that which follows; result.
community	a group of people who live close together or have shared interests.
similar	having resemblance or likeness.
different	not the same; not alike.
bullying	is when someone hurts others by words or actions on purpose usually more than once.
ethnicity	the condition of being a member of an ethnic group or sharing its traits.
gender	the sex of a person or animal.
actions	way of acting or behaving.
respect	the state or condition of being thought of with honour or admiration; such admiration itself.
mental health	the condition, or degree of health, of one's mind and emotions.
stereotypes	usually oversimplified and inaccurate conception held in common by many people.
communication	the sharing or exchange of messages, information, or ideas.

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Year: 5

Topic: 3

Keeping Myself Safe

Key knowledge

- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.
- Recognise that there are positive and negative risks;
- Explain how to weigh up risk factors when making a decision;
- Describe some of the possible outcomes of taking a risk.
- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Recognise and describe the difference between online and face-to-face bullying.
- Define what is meant by a dare;
- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare.
- Recognise which situations are risky;
- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation.
- Reflect on what information they share offline and online:
- Recognise that people aren't always who they say they are online;
- Know how to protect personal information online.
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.



Key vocabulary

safe	protected from or not exposed to danger or risk
unsafe	at risk of danger.
danger	likely to cause harm
risk	a chance of getting hurt or losing something
online	connected to or reached through a computer or computer network.
browsing	to examine things in a slow and casual way.
Personal	of or relating to the body or health.
strategies	a plan, method, or series of actions meant to perform a particular goal or effect.
factors	something that has an influence on something that happens or is one of the causes of it.
potential	able to come into being; possible.
situation	state of affairs or circumstances.
information	knowledge or facts that come from a source.

PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 5

Topic: 4

Rights and Responsibilities

Key knowledge

- Identify, write and discuss issues currently in the media concerning health and wellbeing;
 - Express their opinions on an issue concerning health and wellbeing;
 - Make recommendations on an issue concerning health and wellbeing.
 - Understand the difference between a fact and an opinion;
 - Understand what biased reporting is and the need to think critically about things we read.
 - Define the differences between responsibilities, rights and duties;
 - Discuss what can make them difficult to follow;
 - Identify the impact on individuals and the wider community if responsibilities are not carried out.
 - Explain what we mean by the terms voluntary, community and pressure (action) group;
 - Give examples of voluntary groups, the kind of work they do and its value.
 - State the costs involved in producing and selling an item;
 - Suggest questions a consumer should ask before buying a product.
 - Define the terms loan, credit, debt and interest;
 - Suggest advice for a range of situations involving personal finance.
 - Explain some of the areas that local councils have responsibility for;
- Understand that local Councillors are elected to represent their local community.



Key vocabulary

credit	the right to buy things at the present time and not pay until later.
debt	something, usually money, owed by one party to another.
interest	a rate that is paid for the use of another person's money.
responsibility	Being dependable, making good choices, and taking accountability for your actions
rights	those things that one is morally or legally entitled to do or have
income	the money received for work or from property that is owned.
pay	to give money to someone that the person has earned for work done:
fact	a thing that is known or proved to be true.
opinion	a view or judgement formed about something, not necessarily based on fact or knowledge.
savings	putting money aside.
democracy	a form of government in which power rests with the people, either directly or through elected representatives.
bias	is a tendency to lean in a certain direction, either in favour of or against a particular thing
rules	a law or direction that guides behaviour action.
spend	to pay out.
viewpoint	an opinion.

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Year: 5

Topic: 5

Being My Best

Key knowledge

- Know two harmful effects each of smoking/drinking alcohol.
 - Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
 - Understand the actual norms around smoking and the reasons for common misperceptions of these.
 - Know the basic functions of the four systems covered and know they are inter-related.
 - Explain the function of at least one internal organ.
 - Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
 - Identify their own strengths and talents;
 - Identify areas that need improvement and describe strategies for achieving those improvements.
 - State what is meant by community;
 - Explain what being part of a school community means to them;
 - Suggest ways of improving the school community.
 - Identify people who are responsible for helping them stay healthy and safe;
 - Identify ways that they can help these people.
 - Describe 'star' qualities of celebrities as portrayed by the media;
 - Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.



Key vocabulary

medical	relating to illness and injuries and to their treatment or prevention
body	the whole physical structure that forms a person or animal.
illness	a disease or period of sickness affecting the body or mind
disease	a condition that prevents the body or mind from working normally.
hygiene	is the practice of keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases
infectious	communicable by infection, as from one person to another or from one part of the body to another
balanced diet	a diet consisting of the proper quantities and proportions of foods needed to maintain health or growth.
healthy	strong and well
media	the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively.
unique	the only one of its kind; unlike anything else.
internal organs	a main organ that is situated inside the body

PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 5

Topic: 6

Growing and Changing

Key knowledge

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.
- Identify people who can be trusted;
- Describe strategies for dealing with situations in which they would feel uncomfortable.
- Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like.
- Know the correct words for the external organs;
- Discuss some of the myths associated with puberty.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.



Key vocabulary

relationships	the way in which two or more people or things are connected
personal space	the distance from another person at which one feels comfortable when talking to or being next to that other person
inappropriate	not appropriate; not proper or suitable
feelings	something that we feel from within or inside ourselves.
uncomfortable	causing or feeling unease or awkwardness.
secret	something that is kept or meant to be kept unknown or unseen by others.
surprise	is an unexpected event, fact, or piece of news.
puberty	when a child's body begins to develop and change as they become an adult.
menstruation	the body is physically capable of becoming pregnant.
unsafe	in danger of being harmed.