

PSHE/RSHE Knowledge Organiser

Year 5: Autumn Term 1 Puzzle -

Being Me In My World



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we think and talk about the year ahead, goals we could set for ourselves as well as the challenges we may face. We learn and talk about our rights and responsibilities as a member of our class, school, wider community and the country we live in. We talk about our own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. We also talk about democracy, how it benefits the school and how we can contribute towards it. We revisit the Jigsaw Charter and set up our Jigsaw Journal Floor book.

Subject Specific Key Vocabulary

attitude A way of thinking or feeling about something.	action A thing done.	challenge Something that makes us think.	citizen An inhabitant of a particular town or city.	choices What we choose to do.	consequences A result of a particular action or situation.	collaboration The action of working with someone to produce something.
collective decision A decision is made by a whole group.	democracy A system in which everyone has equal rights and can make decisions.	goal Ambitions; something we want to achieve.	opinion A personal view or judgment about something or someone.	rights and responsibilities Things that we are allowed to have as human beings.	UNCRC The United Nations Convention on The Rights of the Child.	views Another word for beliefs or opinion.



What social and emotional skills will we use?

- Be able to identify what we value most about school
 - Identify hopes for the school year
- Empathy for people whose lives are different from our own
- Consider our own actions and the effect they have on ourselves and others
- Be able to work as part of a group, listening and contributing effectively
- Understand why the school community benefits from a Learning Charter
 - Be able to help friends make positive choices
 - Know how to regulate my emotions

We will learn together:

... how to face new challenges positively.

... how to set personal goals.

... the rights and responsibilities associated with being a citizen in the wider community and our country.

... how an individual's behaviour can affect a group and the consequences of this.

... how democracy and having a voice benefits the school community.

... how to contribute towards the democratic process.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I can face new challenges positively and know how to set personal goals
2. I understand my rights and responsibilities as a citizen of my country
3. I understand my rights and responsibilities as a citizen of my country and as a member of my school
4. I can make choices about my own behaviour because I understand how rewards and consequences feel
5. I understand how an individual's behaviour can impact on a group
6. I understand how democracy and having a voice benefits the school community and know how to participate in this

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In this Puzzle we explore culture and cultural differences. We link this to racism, talking about what it is and how to be aware of our own feelings towards people from different cultures. We revisit the topic of bullying and discuss rumour spreading and name-calling. We talk about direct and indirect bullying as well as ways to encourage children to not use bullying behaviours. We talk about happiness regardless of material wealth and respecting other people's cultures.

Subject Specific Key Vocabulary

belong A feeling of being happy or comfortable as part of a group.	bullying Trying to harm or intimidate another person.	culture The ideas, customs and other social behaviours of a particular people or society.	conflict An argument or disagreement.	cyber bullying A type of bullying that takes place using technology.	celebration A special event when you celebrate something.	discrimination The treatment of a person or group of people differently, in a way that is worse than the way people are usually treated.
difference Things that are not the same.	direct With no one or nothing in between.	developing world To refer to countries with low and middle incomes. Also known as less-developed countries.	homophobic Having or showing a dislike or prejudice against gay people.	indirect Not a straight route,, not following the shortest way.	name-calling The use of offensive names being said, usually in an argument.	problem-solving To try and find solutions or answers to difficult issues.
	race Used to describe a group of people who share physical characteristics, such as skin colour and facial features.	racism Prejudice or discrimination by an individual or community against a person/people bases on their racial or ethnic group.	racist Coming from or having the belief that people who belong to other races are not as good.	rumour A current circulating story or report, not verified to be true.	similarity The state or fact of being similar.	texting The action of sending or receiving text messages.



What social and emotional skills will we use?

- Identify our own culture and different cultures within our class community
- Identify our own attitudes about people from different faith and cultural backgrounds
 - Identify a range of strategies for managing our own feelings in bullying situations
- Identify some strategies to encourage children who use bullying behaviours to make other choices
 - Be able to support children who are being bullied
 - Appreciate the value of happiness regardless of material wealth
 - Develop respect for cultures different from our own

We will learn together:

... what culture means.

... that differences in culture can sometimes be a source of conflict.

... that bullying can be direct and indirect.

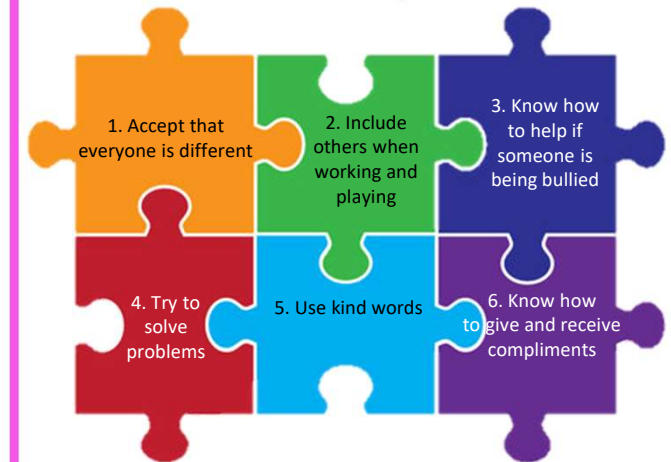
... what racism is and why it is unacceptable.

... some external forms of support in regard to bullying e.g. Childline.

... how our life is different from the lives of children in the developing world.

... that rumour spreading is a form of bullying on and offline.

Puzzle outcomes of weekly celebrations



1. Accept that everyone is different

2. Include others when working and playing

3. Know how to help if someone is being bullied

4. Try to solve problems

5. Use kind words

6. Know how to give and receive compliments

Learning objectives

1. I understand that cultural differences sometimes cause conflict

2. I understand what racism is

3. I understand how rumour-spreading and name-calling can be bullying behaviours

4. I can explain the difference between direct and indirect types of bullying

5. I can compare my life with people in the developing world

6. I can understand a different culture from my own

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In this Puzzle we talk about our dreams and goals and how we might need money to help us achieve them. We look at jobs that people we know do, we look at the fact that some jobs pay more money than others and reflect on what types of jobs we might like to do when we are older. We look at the similarities and differences between ourselves (and our dreams and goals) and someone from a different culture.

Subject Specific Key Vocabulary

achievement <i>Something we have done well and been successful at.</i>	aspiration <i>A dream; a goal to aim for.</i>	career <i>A profession that takes up much of your life.</i>	communication <i>A way of exchanging information, such as speaking or writing.</i>	contribution <i>What we are able to offer.</i>	cooperation <i>Working together.</i>
culture <i>Ideas of a particular society.</i>	determination <i>Never give up.</i>	difference <i>A way in which someone or something isn't the same as someone or something else.</i>	dreams <i>Cherished aspirations.</i>	goals <i>Ambitions; something we want to achieve.</i>	hope <i>To expect or long for something to happen.</i>
job <i>A position of paid employment.</i>	lifestyle <i>The way a person chooses to live their life.</i>	motivation <i>To have an interest in doing something.</i>	perseverance <i>A persistence in doing something.</i>	profession <i>An occupation after completing lots of training.</i>	rallying <i>Working together to support a person or cause.</i>
	salary <i>A regular payment given to somebody for doing a job.</i>	society <i>A place where people live, work or congregate.</i>	sponsorship <i>Giving money to support other people or causes.</i>	support <i>To give help to somebody, sometimes involving money.</i>	teamwork <i>Working with others to achieve an outcome.</i>



What social and emotional skills will we use?

- Verbalise what we would like our life to be like when we are grown up
 - Appreciate the contributions made by people in different jobs
 - Appreciate the opportunities learning and education can give us
 - Reflect on the differences between our own learning goals and those of someone from a different culture
- Appreciate the differences between ourselves and someone from a different culture
- Understand why we are motivated to make a positive contribution to supporting others

We will learn together:

... that we will need money to help us to achieve some of our dreams.

... about a range of jobs that are carried out by people we know.

... that communicating with someone from a different culture means that we can learn from them and vice versa.

... that young people from different cultures may have different dreams and goals.

... the types of job we might like to do when we are older.

... ways that we can support young people in our own culture and abroad.

... that different jobs pay more money than others.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I understand that I will need money to help me achieve some of my dreams
2. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
3. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it
4. I can describe the dreams and goals of young people in a culture different to mine
5. I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other
6. I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

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Year 5: Spring Term 2 Puzzle - Healthy Me



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we look at the risks linked to smoking and how this affects the lungs, liver and heart. We will do the same with the risks associated with alcohol misuse. We are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. We will look at how body types are portrayed in the media, social media and celebrity culture. We will also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.

Subject Specific Key Vocabulary

altered Changed.	body image How you see yourself.	calm Not showing strong emotions.	celebrity A famous person.	choices What we choose to do (between two or more things).	comparison To look at the similarities and differences between two or more things or people.	debate To look at the similarities and differences between two or more things or people.
eating disorder A mental illness surrounding food and eating habits.	eating problem Abnormal eating habits.	emergency An unexpected and dangerous situation.	fact Something that is true.	healthy behaviour Something that is true.	healthy lifestyle A way of living that lowers the risk of being unhealthy.	influence Being able to have an effect on something or someone.
informed decision Being able to have an effect on something or someone.	level-headed Calm and sensible.	media Ways to communicate with a lot of people altogether.	motivation A desire to do something.	opinion A personal view or judgment about something or someone.	pressure To persuade somebody.	procedure A way of doing something.
	recovery position A first aid position used to stop someone choking.	respect To appropriately consider the feelings, wishes or rights of others.	self-respect Confidence in yourself.	social media Websites and apps used to network and share content.	unhealthy behaviour Activities that can make your body unhealthy over time.	

What social and emotional skills will we use?

- How to respect and value our own bodies
- How to reflect on our own body image and know how important it is that this is positive
- Recognise strategies for resisting pressure
- Can identify ways to keep ourselves calm in an emergency
- Accept and respect ourselves for who we are
- Be motivated to keep ourselves healthy and happy

... how to get help in emergency situations.

Puzzle outcomes of weekly celebrations



1. Have made a healthy choice

2. Have eaten a healthy, balanced diet.

3. Have been physically active.

4. Have tried to keep ourselves and others safe.

5. Know how to be a good friend and enjoy healthy friendships.

6. Know how to keep calm and deal with difficult situations.

Learning objectives

1. I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
2. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
3. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
4. I understand how the media, social media and celebrity culture promotes certain body types
5. I can describe the different attitudes people have to food and how these can be affected by external influences
6. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

We will learn together:

... basic emergency procedures including the recovery position.

... the health risks of smoking.

... how smoking tobacco affects the lungs, liver and heart.

... that the media, social media and celebrity culture promote certain body types.

... the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure.

... some of the risks linked to misusing alcohol, including antisocial behaviour.

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Year 5: Summer Term 1 Puzzle -

Relationships



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow us to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. We learn about age-limits and also age-appropriateness. Within these lessons, we are taught the SMARRT internet safety rules and we apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. We are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect a revisited with an angle on technology use. Screen time is also discussed and we find ways to reduce our own screen time.

Subject Specific Key Vocabulary

age-limit An age which something can or cannot be done at.	appropriate Something that is suitable or proper.	attributes Another word for characteristics (see characteristics).	characteristics A particular aspect of something or of someone's personality.	choices What we choose to do (between two or more things).	community Sharing a common vision.	devices Something made or adapted for a particular purpose.
gambling/betting Paying to play games to try and win money.	grooming Making friends with a child to cause them harm.	mental health Wellbeing to do with how someone copes with life.	offline Not connected to a computer or the Internet.	online Connected to a computer or the Internet.	personal information Information about a specific person.	personal qualities Characteristics that a specific person has.
physical health The state of a person's physical body.	responsibilities The requirement to do something correctly.	rights Things that we are allowed to have as human beings.	risky To put someone or something in danger.	screen time The time spent using an electronic device.	self-esteem A person's confidence in their own abilities.	social network A website or app used to communicate or share information with other people.
			trolled To be abused by someone over the Internet.	trustworthy To rely or somebody or something because of its truthfulness and honesty.	violence Physical behaviour used to hurt someone or cause damage to something.	vulnerable Being exposed to potential harm.



What social and emotional skills will we use?

- To identify when an online community/social media group feels risky, uncomfortable, or unsafe
 - how to report unsafe online/social network activity
 - How to identify when an online game is safe or unsafe
- To know strategies for managing unhelpful pressures online or in social networks

We will learn together:

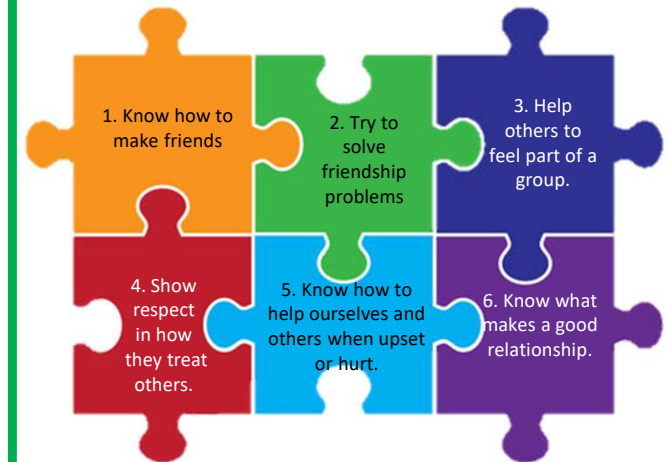
... that too much screen time isn't healthy.

... that there are rights and responsibilities in an online community or social network.

... how to stay safe when using technology to communicate with friends.

... that there are rights and responsibilities when playing a game online.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
2. I understand that belonging to an online community can have positive and negative consequences
3. I understand there are rights and responsibilities in an online community or social network
4. I know there are rights and responsibilities when playing a game online
5. I can recognise when I am spending too much time using devices (screen time)
6. I can explain how to stay safe when using technology to communicate with my friends

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Year 5: Summer Term 2 Puzzle -

Changing Me



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we revisit self-esteem, self-image and body image. We learn that we all have perceptions about ourselves and others, and these may be right or wrong. We also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. We are encouraged to ask questions and seek clarification about anything we don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. We learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. We look at what becoming a teenager means for us with an increase in freedom, rights and responsibilities. We also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.

Subject Specific Key Vocabulary

Adam's apple A feature of the human neck, often prominent in males.	body-image A person's view of their appearance.	breasts The front part of the body between the neck as stomach, produce milk for babies.	conception The process of a male and a female sex cell joining and causing a baby to start to form.	contraception A method used to prevent pregnancy as a result of sexual intercourse.	cervix A narrow passage at the end of the uterus.	erection An enlarged and rigid state of the penis.
ejaculation When a male released semen from his penis.	embryo The earliest stage in the development of a fertilised egg.	egg (ovum) The female sex cell.	fallopian tube Part of the female body that connects the ovaries to the uterus.	foreskin A thin layer of skin that covers the end of the penis.	foetus An unborn (or unhatched) offspring of a mammal, in particular an unborn human more than 8 weeks after conception.	fertilised Occurs when 2 sex cells fuse together, when a male's sperm and a female's egg join together.
genitals The outer sexual organs (penis or vulva).	hygiene Practices that keep the body healthy and prevent the spread of germs.	hormones Chemicals that tell cells and body parts to do certain things.	IVF In vitro fertilisation is one of several techniques to help people with fertility problems to have a baby.	larynx A hollow muscular organ forming an air passage to the lungs and holding the vocal cords.	menstruation When blood is released through the vagina.	ovaries One of a pair of female glands in which the eggs form and the female hormones are made.
oestrogen A female sex hormone produced in the ovaries, responsible for puberty and the regulation of the menstrual cycle.	pregnancy The period of time it takes for a fertilised egg to become an offspring inside the uterus.	pubic hair Hair that grows in genital area of adolescent and adult humans.	penis The male genital organ carrying ducts for the transfer of sperm.	sexual intercourse Sexual contact between individuals involving penetration.	sperm Another word for semen.	semen The male reproductive fluid.
sanitary products A method that aids the soaking up of menstrual blood. (tampon, pad, liner, towel etc).	scrotum The bag of skin and muscle that holds the testicles.	testicles The two oval organs that produce sperm in men, enclosed in the scrotum behind the penis.	testosterone A male sex hormone that causes changes in a boy's body during puberty.	umbilical cord This is the name for the long tube that runs between a mother and her unborn baby. It carries oxygen and nutrients to the baby and waste away from the baby.	vulva The external opening of the female genitals.	vagina The internal muscular tube of the female genitals.
			unfertilised Not fertilised as it has not joined with a male cell.	wet dream When a male ejaculates whilst sleeping.	womb An organ in the female body where they carry the foetus.	



We will learn together:

... how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.

... that sexual intercourse can lead to conception.

... that some people need help to conceive and might use IVF.

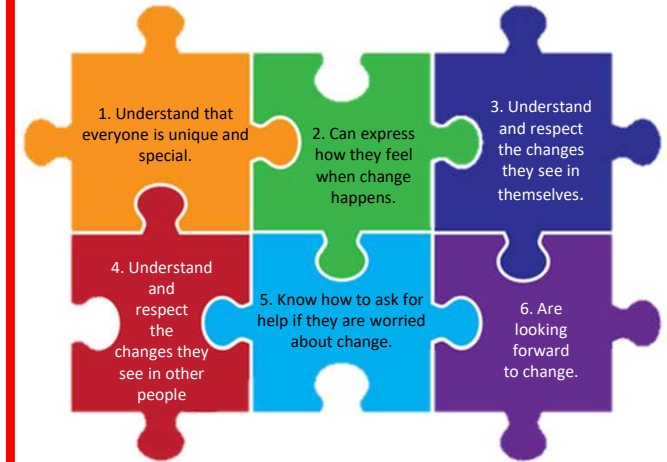
... what perception means and that perceptions can be right or wrong.

... that becoming a teenager involves various changes and also brings growing responsibility.

What social and emotional skills will we use?

- Can celebrate what we like about our own and others' self-image and body image
 - Can suggest ways to boost self-esteem of self and others
- Recognise that puberty is a natural process that happens to everybody and that it will be OK for us
 - Can ask questions about puberty to seek clarification
- Can express how we feel about having a romantic relationship when we are an adult
 - Can express how we feel about having children when we are an adult
 - Can express how we feel about becoming a teenager
- Can say who we can talk to if concerned about puberty or becoming a teenager/adult

Puzzle outcomes of weekly celebrations



Learning objectives

1. I am aware of my own self-image and how my body image fits into that
2. I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
3. I can describe how boys' and girls' bodies change during puberty
4. I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby
5. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
6. I can identify what I am looking forward to when I move to my next class.