Knowledge Organiser

Year 5 – Keeping & Staying Safe

Year Intent

In Year 5, children further develop their understanding of how to keep themselves and others safe by exploring how choices, influences and peer pressure can affect decision making. They identify strategies that support safe behaviour and consider how to respond confidently when they feel pressured by others.

Pupils explore the possible consequences of risky actions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to deepen their understanding.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety; Caring friendships

Ask me a question!

How could you help someone who is feeling pressured to do something?

Who could you talk to if you felt pressured to do something?

What is peer pressure?

Knowledge & Skills Progression

Peer Pressure - *Pupils should...*

- identify strategies we can use to keep ourselves and others safe
- understand ways to manage peer pressure
- explain the potential outcomes that may happen when we take risks
- recognise the impact and possible consequences of an accident or incident

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about how to stay safe and ask for help
- identify key ideas and strategies shared by others that help people manage risks and stay safe
- reflect on and build their own understanding of safety using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe

I will learn the following new words/phrases:

I now know...

Peer Pressure	When a friend or someone you know influences you to do something you do not feel comfortable with.
Encourage	To give hope, confidence, or support to someone.
Risk	The possibility that something unpleasant or dangerous will happen.
Risk assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.
Support network	The people in your life that help you achieve your personal and professional goals.



Knowledge Organiser

Year 5 – Keeping & Staying Healthy

Year Intent

In Year 5, children further develop their understanding of how choices and influences affect health and wellbeing by exploring the risks associated with smoking and vaping.

They learn about the physical, social and legal consequences and the addictive substances involved, and consider why some people may start or continue to smoke.

Pupils also revisit a range of health topics, reflecting on the views of adults and children beyond the school setting to support healthy decision making.

Curriculum Links

Statutory RSHE Links

General wellbeing; Healthy eating; Wellbeing online; Health protection and prevention; Personal safety; Drugs, alcohol, tobacco, and vaping; Caring friendships

Ask me a question!

What are the risks of smoking?

Why do you think people start to smoke?

What could you do if you or someone you know felt pressured to smoke?

Can you name one ingredient of a cigarette?

Knowledge & Skills Progression

Smoking - *Pupils should...*

- explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.
- describe how smoking can affect your immediate and future health and wellbeing
- give reasons why someone might start and continue to smoke
- identify and use skills and strategies to resist any pressure to smoke

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about ways to stay healthy and maintain wellbeing
- identify key ideas and healthy habits shared by others that support physical and personal health
- reflect on and build their understanding of healthy choices using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about maintaining a healthy lifestyle

I will learn the following new words/phrases:

I now know...

Nicotine	A poisonous substance found in the tobacco plant
Addictive	Wanting to do or have something as often as possible.
Illegal	Against the law or breaks the rules.
Respiratory system	The organs that are involved in breathing.
Cardiovascular disease	A general term for conditions affecting the heart or blood vessels.
Cigarette	A thin cylinder of finely cut tobacco rolled in paper for smoking.
E-cigarette	A device that has the shape of a cigarette, cigar, or pen and does not contain tobacco.
Tobacco	A plant that can be smoked in cigarettes, pipes, or cigars.



Knowledge Organiser

Year 5 – The Working World

Year Intent

In Year 5, children further develop their understanding of how people contribute to family life, work and the wider economy.

They explore how adults support their families and communities and consider the skills and responsibilities involved in different jobs.

Pupils learn about money, including why people save, how it can be earned and the importance of looking after it. Through discussion and activities, they reflect on the views of adults and children beyond the school setting.

Curriculum Links

Statutory RSHE Links

Families and people who care for me

Wider PSHE Links

Economic wellbeing; Careers education: aspirations, learning and work

Ask me a question!

Why do we need money?

How can we save money?

How can we receive money?

Knowledge & Skills Progression

Enterprise - *Pupils should...*

- understand and explain why people might want to save money
- identify ways in which you can help out at home
- budget for items you would like to buy
- recognise ways to make money and the early stages of enterprise

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about how people work, support their families and contribute to society
- identify key ideas and skills shared by others that help people succeed in different jobs and roles
- reflect on and build their own understanding of how money is earned, spent and looked after using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about future jobs, responsibilities and the role money plays in everyday life

I will learn the following new words/phrases:

I now know...

Enterprise	A project that requires boldness or energy. A company or organisation
Priority	The fact or condition of being regarded or treated as more important than others.
Fundraising	To generate financial support for a charity, cause, or other enterprise.





Knowledge Organiser

Year 5 – Computer Safety

Year Intent

In Year 5, children further develop their understanding of how to use technology safely and responsibly by exploring how choices, influences and peer pressure can affect decision making online.

They learn why people may share images online and identify rules that help keep themselves and others safe. Pupils consider the possible consequences of sharing images and recognise situations where they may feel pressured. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.

Curriculum Links

Statutory RSHE Links

Online safety and awareness;
Wellbeing online; Being safe; Respectful, kind relationships; General wellbeing; Caring friendships

Ask me a question!

What could be the positive and negative outcomes of sharing an image online?

What do people need to think about before they share an image online?

Knowledge & Skills Progression

Image Sharing - *Pupils should...*

- list reasons for sharing images online
- identify rules to follow when sharing images online
- describe the positive and negative consequences of sharing images online
- recognise possible influences and pressures to share images online

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about staying safe when using technology and the internet
- identify key ideas and strategies shared by others that help people use technology safely and responsibly
- reflect on and build their own understanding of online safety using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about safe and responsible use of technology

I will learn the following new words/phrases:

I now know...

Application	A computer program that is designed for a particular purpose
Survey	Look closely at or examine
Kind action	The fact or process of doing something kind or good.
Image sharing	The act of sending or posting an image online.
Illegal	Against the law or breaks the rules



Knowledge Organiser

Year 5 – Being Responsible

Year Intent

In Year 5, children further develop their understanding of what it means to act responsibly towards others by exploring how their choices and behaviours can affect the people around them.

They learn to recognise when someone is being treated unkindly and consider why it is important to show care and take action.

Through discussion and shared activities, pupils reflect on the views of adults and children beyond the school setting to build on their understanding of responsible behaviour and positive relationships.

Curriculum Links

Statutory RSHE Links

Respectful, kind relationships; Caring friendships; General wellbeing; Being safe; Families and people who care for me

Ask me a question!

If someone is being unkind to you or someone you know, what could you do?

How can we help others?

Knowledge & Skills Progression

Looking Out for Others- *Pupils should...*

- recognise why we should take action when someone is being unkind
- describe caring and considerate behaviour, including the importance of looking out for others
- demonstrate why it is important to behave in an appropriate and responsible way
- identify how making some choices can impact others' lives in a negative way

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about what it means to act responsibly in different situations
- identify key ideas and strategies shared by others that help people make responsible choices and support those around them
- reflect on and build their own understanding of responsibility using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about acting responsibly and supporting others

I will learn the following new words/phrases:

I now know...

Considerate	Careful not to inconvenience or harm others.
Inconsiderate	Thoughtlessly causing hurt or inconvenience to others.





Knowledge Organiser

Year 5 – Feelings & Emotions

Year Intent

In Year 5, children further develop their understanding of feelings and emotions by exploring how anger can be triggered and how it may affect thoughts, behaviour and physical reactions.

They consider how anger can influence actions and relationships and learn to evaluate helpful and unhelpful responses. Pupils practise strategies that support positive ways of managing strong emotions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.

Curriculum Links

Statutory RSHE Links

General wellbeing; Respectful, kind relationships; Families and people who care for me; Caring friendships; Being safe

Ask me a question!

Can you describe the feeling of anger?

How can we manage the feeling of anger in a positive, healthy way?

Knowledge & Skills Progression

Anger- *Pupils should...*

- recognise triggers that may lead to feelings of anger and describe how anger can affect thoughts, behaviour and physical reactions
- explain how anger can influence actions and relationships and evaluate helpful and unhelpful ways of responding
- apply a range of strategies to manage feelings of anger in positive and responsible ways
- reflect on how anger can be communicated and managed through words, actions and self-control

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about managing feelings and emotions in different situations
- identify key ideas and strategies shared by others that help people understand and manage their emotions
- reflect on and build their own understanding of emotions using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about feelings and emotions

I will learn the following new words/phrases:

I now know...

Displeasure	Feeling annoyed, dissatisfied, or disappointed.
Annoyance	Something that annoys or irritates someone.
Hostility	The state of being unfriendly or full of hate.



Knowledge Organiser

Year 5 – Growing & Changing

Year Intent

In Year 5, children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others.

They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships.

Curriculum Links

Statutory RSHE Links

Developing bodies; Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing;

Ask me a question!

What does the brain release in order for puberty to begin?

How long do periods normally last?

What changes do females and males go through during puberty?

What coping strategies can help us through puberty?

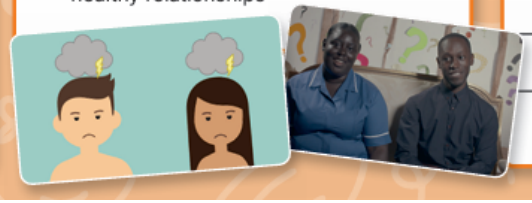
Knowledge & Skills Progression

Puberty - *Pupils should...*

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed
- identify key ideas and strategies shared by others that help people build and maintain healthy relationships
- reflect on and build their own understanding of relationships using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships



I will learn the following new words/phrases:

I now know...

Puberty	When a child matures physically and the reproductive system becomes active.
Hormone	A chemical substance made in the body, which controls the activity of other cells and organs.
Anonymous question	When someone asks a question without revealing their name or identity.
Vagina	A canal that leads from the female uterus to the outside of the body.
Vulva	External female genitalia that surround the opening to the vagina.
Ovaries	A reproductive organ where eggs are produced.
Fallopian tube	The tube where the female egg travels to the womb (uterus).
Penis	A male organ that urine and sperm pass through.
Testicles	Two male sex glands where sperm is produced.
Bladder	An organ inside the body where urine is stored.
Scrotum	A soft sac which holds and protects the testicles.

Knowledge Organiser

Year 5 – A World Without Judgement

Year Intent

In Year 5, children further develop their understanding of diversity, inclusion and acceptance by exploring how people can be different and unique. They learn about the elements that help create diverse communities and consider why respecting these differences is important.

Pupils explore strategies that help overcome barriers and promote fairness and inclusion. Through discussion and shared activities, they listen to and reflect on the views of adults and children beyond the school setting.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing

Wider PSHE Links

Careers education: aspirations, learning and work



Knowledge & Skills Progression

Inclusion and Acceptance - *Pupils should...*

- identify some of the ways in which we are different and unique
- explain some of the elements which help us to have a diverse community
- describe strategies to overcome barriers and promote diversity and inclusion
- recognise the importance of inclusion and acceptance and identify ways we can help others feel valued and respected

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about respect, equality and inclusion in communities
- identify key ideas and actions shared by others that help challenge judgement and support fairness
- reflect on and build their own understanding of acceptance and inclusion using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about respecting differences and supporting others

I will learn the following new words/phrases:

I now know...

Inclusion	Including or being included within a group or structure.
Acceptance	Agreeing that a person is equal to you or your group, despite their differences.
Discrimination	Treating a person or group unfairly because of their race, sex, sexuality etc.
Unique	Being the only one of its kind; unlike anything else.
Anti-social	Actions that harm or lack consideration for the well-being of others.
Hate crime	Crimes that are targeted at a person because of hostility or prejudice towards that person's disability, race or ethnicity, religion or belief, sexual orientation or transgender identity.

Ask me a question!

How can we help people who are discriminated against?

Can you describe the different groups that make a community?

What kind of judgements or opinions might prevent the community from working together?

Knowledge Organiser

Year 5 – First Aid

Year Intent

In Year 5, children further develop their understanding of how to respond in emergency situations by learning a range of first aid skills.

They explore how to carry out a primary survey and recognise when someone may need urgent help.

Pupils learn when to call emergency services and practise techniques such as the recovery position and CPR. They also learn how to support someone with a head injury, seizure or severe bleed until help arrives.

Curriculum Links

Statutory RSHE Links

Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

First Aid Year 5 (Part 1) - *Pupils should...*

- complete a primary survey for first aid
- demonstrate the recovery position for an unresponsive breathing casualty
- know when to deliver CPR
- demonstrate how to do CPR
- understand when to call for emergency help

First Aid Year 5 (Part 2) - *Pupils can...*

- identify a range of situations that may require first aid
- explain how to support someone with a minor or serious head injury
- recognise how to support someone who is having a seizure
- understand how to support someone with a severe bleed
- know when to call for medical help

I will learn the following new words/phrases:

I now know...

Unresponsive	Not reacting or responding to communication.
Underlying	Significant as a cause or basis of something but not necessarily obvious.
Casualty	A person badly affected by an event or situation.
Compressions	To press or squeeze (something).
Unconscious	Not awake and aware of and responding to one's environment.
Seizure	A sudden, uncontrolled electrical disturbance in the brain.



Ask me a question!

- What does DRs ABC stand for?
- Can you explain the different steps of the recovery position?
- What is CPR?
- What could you do if someone was bleeding severely?
- If somebody is having a seizure, when should you call 999?
- How could you spot a head injury?