

Year 5

Autumn 1



Being me in my world

Knowledge organiser- PSHE



Puzzle Outcomes

- I know what I value most about my school.
- I try to make people feel welcome and valued.
- I can take on a role in a group and contribute to the overall outcome.
- I understand how democracy and having a voice benefits the whole school community.
- I understand how rewards and consequences motivate people's behaviour.
- I can understand how groups come together to make decisions.
- I can recognise my contribution to following the Learning Charter for the whole school.

Reflective Questions

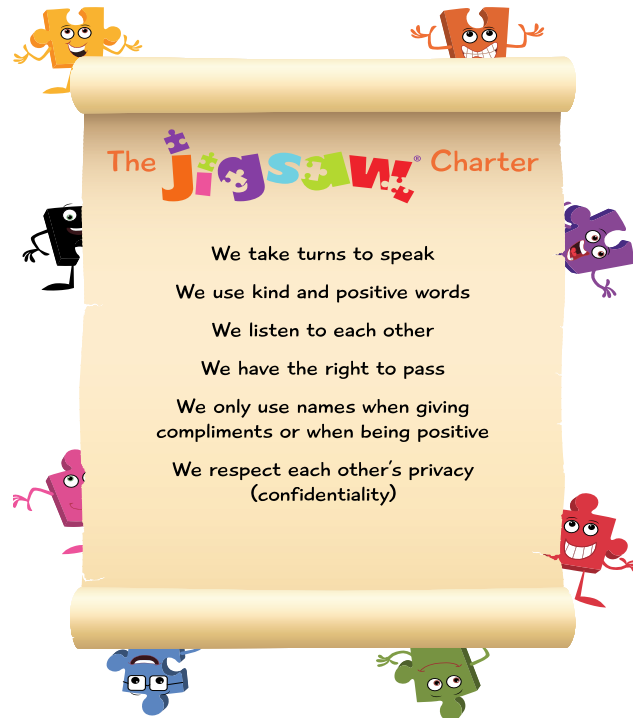
- ☺ Should a government help its own citizens before helping refugees?
- ☺ Is it the responsibility of the government to ensure that every citizen has their rights met?
- ☺ What are your responsibilities so that everyone has the chance to learn?

What Makes Our School Great?

As good citizens we recognise how to compare our own lives with other people and know we have rules, rights and responsibilities to make the school and wider community a better place.

We appreciate the actions of one person can affect another and can give examples of this.

Jigsaw Learning Charter



Key Vocabulary

Appreciation	Ability to recognise and acknowledge the worth of someone or something.
Asylum Seeker	Person who left their country to seek asylum elsewhere and are awaiting a decision on whether they can remain in another country legally.
Citizen	Someone who is a member of a particular place or country and is legally accepted as belonging.
Collaboration	The action of working with someone to produce something.
Conflict	A struggle, battle or disagreement.
Deprive	To prevent someone from enjoying or having something.
Environmental Migrant	Fleeing from natural disaster due to their home being destroyed or inhabitable.
Migrant	Choose to move mainly to improve their life or seek work.
Refugee	Forced to leave their country due to conflict or persecution not knowing where they will end up.
Participation	The process by which individuals or groups take part and have a say in something.
Persecution	Hostility and ill-treatment particularly about race or differing opinions about religion.
Prejudice	Preconceived opinion that is not based on reason or actual experience.
Vision	An image or idea about something; often in the future.

Year 5

Autumn 2



Celebrating Differences

Knowledge organiser- PSHE



Puzzle Outcomes

- I understand that cultural differences can sometimes cause conflict and I am aware of my own culture.
- I understand what racism is and I am aware of my attitude towards people from different races.
- I understand how name-calling and rumour-spreading can be bullying and have a range of strategies for managing and dealing with it.
- I can explain the difference between direct and indirect bullying and know how to encourage people to make choices about their bullying behaviour and support others who have been bullied.
- I can compare my life with people in the developing world and appreciate the value of material wealth and happiness.
- I can understand and respect other people's and my own culture.

Reflective Questions

- ☺ What cultural aspects do you share and which aspects are different?
- ☺ How might it feel to be discriminated against because of your race or colour?
- ☺ Can money make you happy?

What Makes Our School Great?

As good citizens it is important for us to consider that different types of bullying can have a lasting impact on others.

We can appreciate that people can discriminate based on differences and that respect is an important value.

Jigsaw Learning Charter



Key Vocabulary

Belong	To be a member of (a group)
Bullying	Hurting or harming others who they consider vulnerable/easy to target.
Colour	A pigmentation of skin, especially indicating someone's race.
Conflict	A serious disagreement or argument.
Culture	Ideas, customs and behaviour of a particular people or society.
Cyber-bullying	The use of electronic communication to bully a person by sending nasty or threatening messages.
Difference	A point or way in which people or things are not the same.
Discrimination	The unjust or prejudiced treatment of people based on colour or race.
Homophobic	Having or showing a dislike or prejudice against homosexual people.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
Prejudice	Perceived opinion which is not based on any reason or actual experience.
Problem solve	To find a decision or an end to something.
Race	People sharing the same culture, language, language etc.
Racism	Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
Racist	A person who shows or feels discrimination or prejudice against people of other races, or who believes that a particular race is superior to another.
Rumour	A currently circulating story or report of uncertain or doubtful truth.
Similarities	Some things but not all are the same.

Year 5

Spring 1



Dreams and Goals

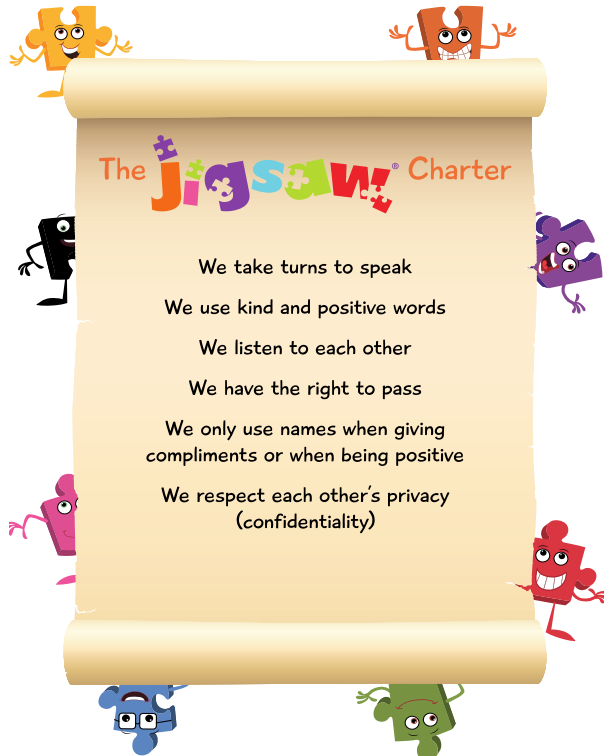
Knowledge organiser- PSHE



Puzzle Outcomes

- I understand that I will need money to help me achieve some of my dreams.
- I can say what I would like my life to be like when I am older.
- I am aware that there are different paid jobs and recognise the contribution that people make within their jobs.
- I can identify a job I would like to do when I am older and understand what I will have to do to achieve this.
- I can describe the dreams and goals of children from a different culture to mine and reflect on how these relate to mine.
- I know how I can encourage aspirations of young people from other cultures as well as my own. I can understand the importance of sponsorship to support this.

Jigsaw Learning Charter



Reflective Questions

- ☺ What are your dreams and goals?
- ☺ What jobs do you want to do in the future?
- ☺ Why might you need money to achieve goals?
- ☺ What are the similarities/differences between you and children from other cultures?

What Makes Our School Great?

As good citizens it is important for us to understand that being from a different cultural background can hinder life goals, but I understand how to support and respect everyone's contribution to society.

We can understand that we can motivate ourselves to help others as well as ourselves.

Key Vocabulary

Achievement	A result gained by effort.
Aspiration	A hope or ambition to achieve something.
Career	An occupation (job) undertaken for a large portion of a person's life.
Contribution	A part played by a person to bring a result to something.
Cooperation	The action or process of working together.
Determination	Having a firm purpose to achieve something.
Dream	An aspiration, idea, or something greatly desired.
Goal	The object of a person's ambition or effort; an aim or desired result.
Hope	A feeling of expectation and desire for something to happen.
Motivation	A desire to accomplish something.
Perseverance	Continue to do something even if it is difficult or success is delayed.
Rallying	The action or process of coming together for a cause.
Salary	A fixed regular payment for undertaking a job.
Sponsorship	Financial support received from a person or company.
Teamwork	The action of a group to be efficient and effective.



Year 5

Spring 2



Healthy Me

Knowledge organiser- PSHE



Puzzle Outcomes

- I know the health risks of smoking and can tell you how it effects the lungs, liver, and heart.
- I can make an informed decision on smoking and resist peer pressure.
- I know some of the risks of alcohol misuse including anti-social behaviour and effects on the liver and heart.
- I can make an informed decision whether to drink alcohol and not be pressured.
- I know and can put into practice basic first aid and how to keep calm in an emergency.
- I understand how the media, social media and celebrities promote certain body types and I can reflect on my own body image and accept and respect who I am.
- I can describe the different roles food plays in people's lives and can explain how people can develop eating disorders based on body images. I need to respect and value my body.
- I know what makes a healthy lifestyle and I am motivated to keep myself happy and healthy.

Reflective Questions

- ☺ What are the risks of smoking/misuse of alcohol?
- ☺ What emergency procedures have you learnt and who would you contact?
- ☺ What are the ways in which we can maintain a healthy lifestyle?

What Makes Our School Great?

As good citizens it is important for us to understand that smoking and misusing alcohol can have an effect on our long-term health.

We can understand that we can see in the media/social media unrealistic body images, and we need to reflect by accepting and respecting our own bodies.

Jigsaw Learning Charter



Key Vocabulary

Altered	To slightly change the appearance of something.
Body image	The idea that someone has of what their own body looks like.
Celebrity	Someone who is famous, especially in the entertainment industry.
Comparison	The act of considering two or more things.
Debate	A discussion on a subject that many people may take part in.
Eating disorder	A mental illness in which people eat far too little or far too much food and are unhappy with their bodies.
Emergency	Something dangerous or serious such as an accident which needs immediate attention.
Fact	Something which is known to have happened or to exist.
Level-headed	Calm and able to deal with situations sensibly.
Opinion	A thought or belief about something or someone.
Recovery position	A safe lying position people should be placed in when they are unconscious so that they can breathe easily.
Respect	Admiration felt or shown for something or someone who has good ideas and values.
Social Media	Websites and computer programs that allow people to communicate and share things.
Unhealthy behaviour	Acting in a way that is not having a positive impact on your body, mind or decision-making.

Year 5

Summer 1



Relationships

Knowledge organiser- PSHE



Puzzle Outcomes

- I know that a personality is made up of many different characteristics, qualities, and attributes.
- I can suggest strategies for building the self-esteem of myself and others.
- I know that belonging to an online community can be positive and negative.
- I can suggest strategies for staying safe online.
- I know that having too much screen time is unhealthy and I can suggest ways to manage and reduce screen time.
- I know how to stay safe when using technology online.
- I can suggest strategies for managing unhelpful pressures online or in social networks.

Reflective Questions

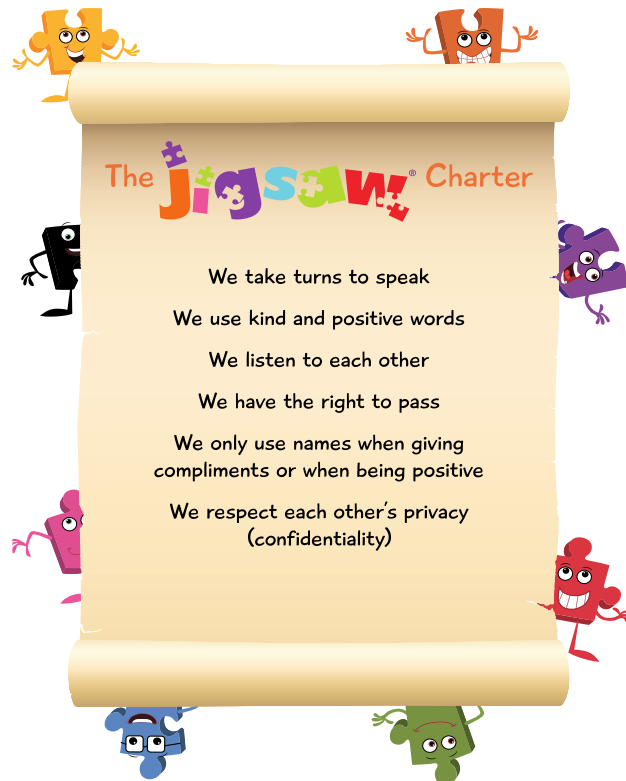
- ☺ What online games do you like to play and who with?
- ☺ Do you ever talk to people you don't know online?
- ☺ What would you do if you saw or heard something online you were uncomfortable with?

What Makes Our School Great?

As good citizens it is important for us to understand that personalities can be very different.

We can understand that online relationships can be both healthy and unhealthy and it is important for us to stay safe online.

Jigsaw Learning Charter



Key Vocabulary

Abuse	Cruel and/or violent treatment of a person.
Anxiety	A feeling or unease, worry or fear.
Assertive	Having or showing a confident and forceful personality.
Characteristics	Feelings of qualities belonging to a person.
Compassion	Sympathetic pity and concern for the sufferings or misfortunes of others.
Cyber-bullying	The use of electronic communication to bully a person.
Denial	A refusal to give or to agree to something.
Fake	Not genuine or real.
Guilt	Make someone feel they have to do something by targeting their emotions.
Hopelessness	A feeling or state of despair or loss.
Mental Health	A person's condition with regard to the psychological and emotional well-being.
Self-control	The ability to control your emotions in difficult circumstances.
Self-harm	Deliberately hurt yourself following a traumatic event.
Stigma	A mark of disgrace associated with a circumstance or person.



Year 5

Summer 2



Changing me

Knowledge organiser- PSHE



Puzzle Outcomes

- I can celebrate what I like about my own and others self-image.
- I can suggest ways to boost self-esteem of myself and others.
- I can recognise that puberty is a natural process that happens to everybody, and it will be ok.
- I can express how I feel about having a romantic relationship when I am older.
- I can express how I feel about having children when I am older.
- I can express how I feel about becoming a teenager.
- I can say who I would talk to if I am concerned about becoming a teenager.

Reflective Questions

- 😊 Can you tell me how you feel about yourself?
- 😊 Do you have any worries about puberty?
- 😊 What do you think it will be like as a teenager?
- 😊 What do you enjoy about being your age now?

What Makes Our School Great?

As good citizens it is important for us to have a good self-image and self-esteem and be able to boost that in others.

We can understand that thinking about becoming a teenager and having relationships can be tricky, but we know it is all about growing up.

Jigsaw Learning Charter



Key Vocabulary

Adam's apple	A part of your throat that sticks out and moves up and down when you talk, especially in men and teenagers.
Body image	The idea someone has about what their own body looks like.
Comparison	The act of considering the similarity or differences between two or more things.
Ejaculation	The release of sperm.
Erection	When a man's penis is bigger, harder and raises up in preparation for making love.
Fallopian Tube	Two tubes in a woman's body where eggs travel from the ovaries to the womb.
Fertilised	A male cell joining to a female cell to create a new animal.
Genitals	The outer sexual organs, especially the penis, or vulva.
Making love	Sexual activity which can result in the making of a baby.
Menstruation	The flow of blood from a woman's uterus.
Periods	The bleeding from a woman's womb which happens once a month if she is not pregnant.
Pubic Hair	Hair that grows near to the sexual organs of men and women.
Sanitary Towel	A piece of soft material worn by a woman to absorb blood during her period.
Sperm	A sex cell produced by a man or male animal for the purpose of reproducing.
Tampon	A small cylinder of cotton that a woman puts inside her vagina to absorb blood during her period.
Testosterone	A male hormone that causes a stage of growth in older boys in the development of their sexual organs.

