

Year 5 Knowledge Organiser – Me and My Relationships



Pre assessment completed			
	Learning outcomes	Key vocabulary	
1	<i>Collaboration Challenge!</i> - I can explain what collaboration means - I can give examples of how I have worked collaboratively - I can describe the attributes needed to work collaboratively	collaborate	
2	<i>Give and take</i> - I can explain what is meant by the terms negotiation and compromise - I can describe strategies for resolving difficult issues or situations.	negotiation compromise conflict resolution loneliness self-esteem safe unsafe	
3	<i>How good a friend are you?</i> - I can demonstrate how to respond to a wide range of feelings in others - I can give examples of some key qualities of friendship - I can reflect on my own friendship qualities	friendly rude aggressive assertive face-to-face compromise respectful controlling	
4	<i>Relationship cake recipe</i> - I can identify what things make a relationship unhealthy or unsafe - I can identify who I can talk to if I need help - I can explore assertive skills	unhealthy relationship verbal abuse physical abuse sexual abuse aggressive uncomfortable touching	unsafe abuse include respect assertive controlling passive self-esteem neglect
5	<i>Our emotional needs</i> - I can recognise basic emotional needs, understand that they change according to circumstance - I can identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks	emotions emotional needs	
6	<i>Being assertive</i> - I can identify characteristics of passive, aggressive and assertive behaviours - I can understand and rehearse assertiveness skills	assertive aggressive passive lonely loneliness rejection bullying self-esteem bystander safe unsafe	
Post assessment completed			

Year 5 Knowledge Organiser – Valuing Difference



Pre assessment completed			
	Learning outcomes	Key vocabulary	
1	<i>Qualities of friendship</i> - I can define some key qualities of friendship - I can describe ways of making a friendship last - I can explain why friendships sometimes end	friendship listening talking self-esteem loneliness	negotiate compromise assertive controlling
2	<i>Kind conversations</i> - I rehearse active listening skills - I can demonstrate respectfulness in responding to others - I can respond appropriately to others	listening skills respect negotiate compromise assertive controlling neglect	
3	<i>Happy being me</i> - I can develop an understanding of discrimination and its injustice, and describe this using examples - I can empathise with people who have been, and currently are, subjected to injustice, including through racism - I can consider how discriminatory behaviour can be challenged	excluded discrimination prejudice neglect upstander justice stereotype	
4	<i>The land of the Red People</i> - I can identify and describe the different groups that make up their school/wider community/other parts of the UK - I can describe the benefits of living in a diverse society - I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	diverse metaphor multi-cultural society prejudice discrimination equality equity neglect	
5	<i>Is it true?</i> - I can understand that the information we see online, either text or images, is not always true or accurate - I recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them	self esteem fake news misinformation disinformation	fact critical thinking disagree assertive online bullying biased
6	<i>Stop, start, stereotypes</i> - I can recognise that some people can get bullied because of the way they express their gender - I can give examples of how bullying behaviours can be stopped - I understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens	prejudice biological sex sexual orientation gender identity gender expression verbal abuse physical abuse transgender gender reassignment (protected characteristic) online bullying disagree assertive	
Post assessment completed			



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Spot bullying!</i> - I can demonstrate strategies to deal with both face-to-face and online bullying - I can demonstrate strategies and skills for supporting others who are bullied - I can recognise and describe the difference between online and face-to-face bullying.	bullying cyberbullying bystander upstander aggressor target online bullying
2	<i>Play, like, share 1</i> - I can consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private - I can recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face - I know how to protect personal information online - I can recognise disrespectful behaviour online and know how to respond to it - I understand that online relationships are unlikely to be as good as in-person relationships	personal information privacy settings
3	<i>Play, like, share 2</i> - I can consider what information is safe/unsafe to share offline and online - I can think about the consequences of not keeping personal information private - I can recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face - I know how to protect personal information online - I know to tell a trusted adult if something online is making me feel upset, worried or uncomfortable - I understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens	online bullying digital tattoo digital footprint upstander bystander target
4	<i>Decision dilemmas</i> - I can recognise which situations are risky - I can explore and share their views about decision making when faced with a risky situation - I can suggest what someone should do when faced with a risky situation	assessing risk pressure influence risk taking



5	<i>Vaping healthy or unhealthy</i> • I can describe some of the health risks caused by vaping • I understand that there are potential health risks of vaping that are not yet fully known • I use critical thinking skills when reading information/ media • I understand that companies selling vaping products do so to make money • I can describe some of the possible outcomes of taking a risk	substance stimulant
6	<i>Would you risk it?</i> • I can identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks • I understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these	risk taking assertive
Post assessment completed		



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>What's the story?</i> - I can identify, write and discuss issues currently in the media concerning health and wellbeing - I can express my opinions on an issue concerning health and wellbeing - I can make recommendations on an issue concerning health and wellbeing.	responsibility misinformation disinformation AI – Artificial Intelligence
2	<i>Fact or opinion?</i> - I understand the difference between a fact and an opinion - I understand what biased reporting is and the need to think critically about things we read.	fact opinion biased unbiased misinformation disinformation fake news
3	<i>Mo makes a difference?</i> - I can explain what we mean by the terms voluntary, community and pressure (action) group - I can give examples of voluntary groups, the kind of work they do and its value	voluntary group community group pressure (action) group
4	<i>Rights, respects and duties</i> - I can define the differences between responsibilities, rights and duties - I can discuss what can make them difficult to follow - I can identify the impact on individuals and the wider community if responsibilities are not carried out	rights duties responsibility
5	<i>Spending wisely</i> - I can state the costs involved in producing and selling an item - I can suggest questions a consumer should ask before buying a product	costs wages salaries rent Fairtrade
6	<i>Lend us a fiver</i> - I can define the terms loan, credit, debt and interest - I can suggest advice for a range of situations involving personal finance	borrow loan credit debit interest
Post assessment completed		



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>It all adds up!</i> - I can 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	unique individual
2	<i>Different skills</i> - I can identify their own strengths and talents - I can identify areas that need improvement and describe strategies for achieving those improvements	perseverance commitment resilience determination patience interpersonal skills
3	<i>My school community</i> - I can state what is meant by community - I can explain what being part of a school community means to me - I can suggest ways of improving the school community	community school commu- nity
4	<i>Independence and responsibility</i> - I can identify people who are responsible for helping me stay healthy and safe - I can identify ways that I can help these people	independence responsibility
5	<i>Star qualities</i> - I describe 'star' qualities of celebrities as portrayed by the media - I can recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life - I can describe 'star' qualities that 'ordinary' people have	community
6	<i>Basic first aid, including Sepsis Awareness</i>	
Post assessment completed		



Pre assessment completed			
	Learning outcomes	Key vocabulary	
1	<i>How are they feeling?</i> - I can use a range of words and phrases to describe the intensity of different feelings - I can distinguish between good and not so good feelings, using appropriate vocabulary to describe these - I can explain strategies they can use to build resilience	wellbeing resilience	
2	<i>Taking notice of our feelings!</i> - I can identify people who can be trusted - I understand what kinds of touch are acceptable or unacceptable - I can describe strategies for dealing with situations in which I would feel uncomfortable, particularly in relation to inappropriate touch	trust resilience unwanted attention unwanted touch	
3	<i>Dear Ash</i> - I can explain the difference between a safe and an unsafe secret - I can identify situations where someone might need to break a confidence in order to keep someone safe	in confidence break a confidence confidential	
4	<i>Growing up and changes bodies</i> - I can identify some products that I may need during puberty and why - I understand changes to the body during puberty, including those linked to oral health - I know what menstruation is and why it happens	puberty genitalia menstruation semen period pe-riod/men-struation	pad tampon managing feelings oral health penis testicles scrotum vulva vagina clitoris labia nipples vaginal discharge
5	<i>Changing bodies and feelings</i> - I know the correct words for the external sexual organs - I can discuss some of the myths associated with puberty	pubic hair clitoris vaginal opening urinary opening lips (labia) penis	FGM/cuts to the vulva menstruation genitalia deodorant shower gel tissues



		menstrua- tion cup period pro- tection sweat washing body confi- dence emotions spots hair re- moval body au- tonomy vaginal discharge involuntary erections wet dreams body odour hormones hydration exercise sleep breast de- velopment height gain hips widen periods	washing powder spot cream facial wash period prod- ucts circumcised
6	<i>Help! I'm a teenager! Get me out of here!</i> • I recognise how our body feels when we're relaxed • I can list some of the ways our body feels when it is nervous or sad • I can describe and/or demonstrate how to be resilient in order to find someone who will listen to you	hormones compromise respect mood swings conflict puberty emotional changes negotiate neglect	
Post assessment completed			