

YEAR GROUP	Year 5																																			
SUBJECT	PSHE																																			
Term 1	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 30%;"> </div> <div style="width: 65%; background-color: #FFD700; border: 2px dashed black; padding: 10px;"> <h3 style="text-align: center;">PROGRESSION AND GOLDEN THREAD</h3> <p>This Year 5 Digital Resilience Unit builds on prior learning. In Year 2, we focused on online information and how to search the internet safely. In Year 3, we explored online safety topics, including how to find safe, reliable information, and we studied the importance of honest reporting in our 'What is the news?' lesson. This year, we will focus on becoming more independent in finding information safely online, understanding the benefits and risks of social media, and learning about fake news, photoshopped images, misinformation, and the impact of our digital footprints. We will also link our learning to British values by studying laws related to online age restrictions.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="width: 30%; background-color: #FF69B4; border: 2px dashed black; padding: 10px;"> <h3 style="text-align: center;">SOCIAL MEDIA AND AGE RESTRICTIONS</h3> <p>In the UK, most social media platforms have a minimum sign-up age of 13. This age limit is set to comply with laws related to children's data privacy.</p> <p>COPPA - An American law that requires parental permission before a company can legally collect personal data from someone under the age of 13.</p> <p>GDPR - A law in the UK and Europe that protects children's personal data and how it is used.</p> <p>Online Safety Act 2023 - A UK law that requires social media companies to enforce age limits.</p> </div> <div style="width: 65%; background-color: #FFFF00; border: 2px dashed black; padding: 10px;"> <h3 style="text-align: center;">KEY TERMS</h3> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td>Reliable</td> <td>Something or someone you can trust to be accurate or dependable.</td> </tr> <tr> <td style="text-align: center;"></td> <td>News</td> <td>Information about recent events, often shared through newspapers, TV, or online.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Fake News</td> <td>False or misleading information presented as real news.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Misinformation</td> <td>Incorrect or misleading information, whether shared on purpose or by mistake.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Bias</td> <td>When someone shows unfair preference for one thing or person over another.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Social media</td> <td>An online platform where people share posts, photos, and videos, and connect with others.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Satire</td> <td>A way of using humour to criticise or make fun of people, ideas, or society.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Digital Footprint</td> <td>The information you leave online through your activities and posts.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Photoshop</td> <td>A computer program used to edit and create images.</td> </tr> </table> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="width: 30%; background-color: #FF69B4; border: 2px dashed black; padding: 10px;"> <h3 style="text-align: center;">FAKE IMAGE CLUES</h3> <ul style="list-style-type: none"> Both the foreground and the background are in focus. Missing skin texture, no fine lines, blurred areas. Unnatural body shapes, such as a tiny waist or huge muscles, and wavy lines in the background may indicate the use of a distortion tool. Confusing or inconsistent light source. </div> <div style="width: 65%; background-color: #FF69B4; border: 2px dashed black; padding: 10px;"> <h3 style="text-align: center;">FAKE NEWS</h3> <p>Always check facts before believing or sharing news stories. Sometimes people make fake news to trick others, get attention, or make money. It can spread easily, often because it sounds shocking, and people are drawn to read it. We need to spot fake news so we don't believe or share false information.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <h4 style="text-align: center;">How to Spot Fake News</h4> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"> Consider the source</td> <td style="text-align: center;"> Read beyond the headline</td> </tr> <tr> <td style="text-align: center;"> Consider the author</td> <td style="text-align: center;"> Check for supporting sources</td> </tr> <tr> <td style="text-align: center;"> Is it recent or out of date?</td> <td style="text-align: center;"> Is it a joke?</td> </tr> <tr> <td style="text-align: center;"> Is it balanced?</td> <td style="text-align: center;"> Ask an expert or consult a fact-checking site.</td> </tr> </table> </div> </div> </div> </div> <div style="text-align: center; margin-top: 20px;"> <h2>YEAR 5 – AUTUMN 1 WIDER WORLD KNOWLEDGE ORGANISER</h2> </div> <div style="text-align: right; margin-top: 10px;"> </div>		Reliable	Something or someone you can trust to be accurate or dependable.		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Term 2

YEAR 5 – AUTUMN 2 HEALTH AND WELLBEING KNOWLEDGE ORGANISER



COMMON SIGNS OF ILLNESS

A cough, runny nose, and sore throat are all signs of a cold.



Sneezing and having itchy red eyes in the summer months could be a sign of hay fever.

A high temperature (38 degrees or above) often indicates an infection.



Many viral (e.g. chickenpox) and bacterial infections (e.g. strep throat) can cause a rash.



TYPES OF EXERCISE

Endurance



Activities like jogging, dancing, or swimming give your heart a workout, helping you keep going longer without getting tired.

Strength



Lifting weights or doing push-ups makes your muscles stronger.

Balance



Exercises like yoga or standing on one foot help you stay steady and avoid falling.

Flexibility



Stretching helps your muscles and joints move easier, so you don't get stiff or hurt yourself.

KEY TERMS



Nutrients

Nutrients are substances in food that help the body grow and stay healthy.



Moderate Exercise

Physical activity that increases your heart rate and breathing but still allows you to talk.



Calories

A precise measure of the energy stored in different foods.



Obese

Being very overweight in a way this is often harmful to health.



Bacteria

Tiny living things that can be helpful or cause disease.



Virus

A type of non-living germ that can infect living things and cause disease.



Symptom

Signs or changes in the body that happen when someone is sick.



Infection

When harmful germs enter the body and cause illness.



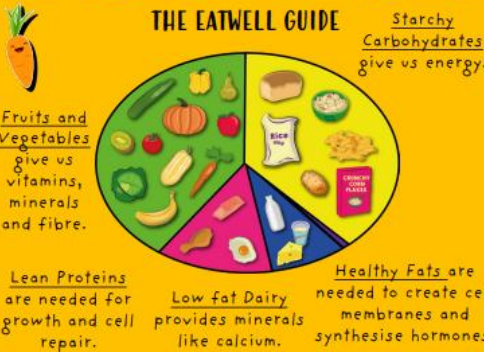
Antibiotics

A medicine used to treat a bacterial infection.



Mental Health

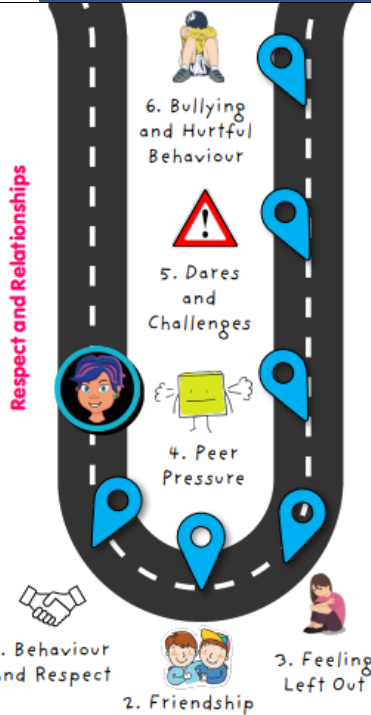
How well we feel on the inside, relating to our thoughts, feelings and emotions.



PROGRESSION AND GOLDEN THREAD

This Year 5 Health and Wellbeing Unit builds on prior learning. In EYFS, we explored ways to keep our bodies healthy through stories like *The Very Hungry Caterpillar*. In Year 1, we introduced basic food groups, while in Year 2, we focused on healthy habits. In Year 3, we studied food groups in detail with the healthy eating pyramid and explored the connection between exercise and wellbeing. This year, we will dive deeper into healthy and unhealthy habits, diet, and exercise. We will also learn about physical health, the causes of symptoms and illness, and explore mental health.

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



1. Behaviour and Respect

2. Friendship

3. Feeling Left Out

4. Peer Pressure

5. Dares and Challenges

6. Bullying and Hurtful Behaviour

TYPES OF PEER PRESSURE

- Direct** Clear, explicit requests to do something.
- Indirect** Feeling you should do something because others are doing it.
- Positive** Feeling pressure to do good things.
- Negative** Feeling pressure to do bad things.
- Spoken** Being directly asked to do something.
- Unspoken** Feeling pressure without words.

MAKING FRIENDS

1. Join a club or sports team to meet new people.
2. Show interest by asking questions and listening to others.
3. Start conversations by talking to people in your class or at lunch.
4. Find common ground by mentioning things you both like or dislike.
5. Sit at a different lunch table and introduce yourself to others.

BEING AN UPSTANDER

- Be a Buddy** Be a friend to someone who is left out or being picked on. Invite them to join you.
- Interrupt** Do something to stop the bullying, like asking a question, telling a joke, or changing the subject.
- Say Something** If you feel safe, speak up and call out the unkind behaviour.
- Speak Out** Tell a trusted adult about the bullying so they can help.

PROGRESSION AND GOLDEN THREAD

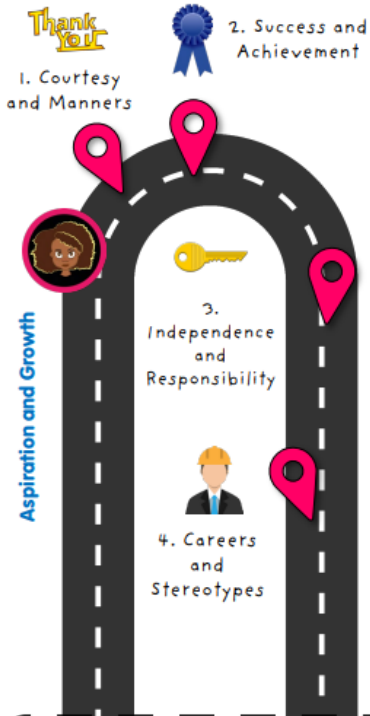
This Year 5 Respectful Relationships Unit builds on our prior learning. In Years 1 and 2, we focused on respect, kindness, friendship, and an introduction to bullying through stories like *A Perfect Fit* by Naomi and James Jones and *One* by Katherine Ohashi. In Year 3, we explored friendship boundaries and the difference between bullying and teasing. In Year 4, we looked at the qualities of positive friendships, addressed hurtful behaviour, and discussed ways to deal with bullying. This year, we will deepen our understanding of respect and behaviour, explore strategies to make new friends, and discuss how to avoid excluding others. We'll also learn about new topics like peer pressure, dares, and online challenges, and in our bullying lessons, we'll focus on how to be an upstander.

KEY TERMS

- Respect** Treating others with kindness, understanding, and valuing their feelings and opinions.
- Positive Friendship** A relationship where friends support, respect, and care for each other.
- Excluded** Being left out or not included in a group or activity.
- Hurtful Behaviour** When someone says or does something that causes emotional or physical pain to another person.
- Bullying** When someone repeatedly hurts, threatens, or picks on another person on purpose.
- Upstander** Someone who stands up against bullying and helps the person being bullied, instead of ignoring it.
- Peer Pressure** Peer pressure is being influenced by others to do something, often to fit in.
- Dare** A dare is when someone encourages or challenges another person to do something, often unusual or risky.
- Online Challenge** A task or activity shared online that encourages people to do something, sometimes risky or harmful.

YEAR 5 – SPRING 1 RELATIONSHIPS 1 KNOWLEDGE ORGANISER

Term 4a



GROWING INDEPENDENCE

- Doing tasks alone (like dressing, going to a shop, or cleaning up)
- Making decisions (choosing meals, activities, or how you spend your time)
- Managing time (getting ready for school, completing homework)
- Solving problems (handling conflicts, challenges)
- Taking responsibility (caring for pets, household chores etc.)

PROGRESSION AND GOLDEN THREAD

This Year 5 Aspiration and Growth Unit builds on previous learning. In Year 1, we explored strengths, interests, and jobs through stories like 'What Jobs Could YOU Do?' In Year 3, we focused on identity, revisited strengths, and examined career goals, sectors, and necessary skills and qualifications. This year, we focus on aspiration, personal growth, and the link between manners, etiquette, and success in the workplace. We'll explore the connection between independence, responsibility, and career choices, while reflecting on which careers suit our skills. Additionally, we'll study the Equality Act, gender stereotypes, and the gender pay gap in relation to British values.

CAREERS AND STEREOTYPES

In the UK, we have a law called the **Equality Act** that helps to make sure that employers treat everyone fairly and equally in the workplace.

It says that no one can be treated differently (or unfairly) because of things like their age, skin colour, where they come from, or if they are male or female.

For example, it is illegal to promote a man over a woman, just because he is male, or to pay men more than women for doing exactly the same job.

And yet, the 2025 gender pay gap stands at roughly 14%, meaning, despite our equality laws, men are still paid more than women.

Rule of Law

SOCIAL NORMS AND COMMON COURTESIES

Waiting your turn in a queue or not.	Holding a door open for someone.
Wearing suitable clothing.	Offering your seat to an elderly person.
Tipping after a meal or not.	Allowing someone with fewer items to go ahead of you at a shop.
Saying thank you when you receive a gift.	Asking if someone is okay or needs help.
Eating with hands or cutlery.	

KEY TERMS

Good Manners	Being kind, respectful, and polite to others.
Etiquette	The correct way to behave in formal situations.
Social Norm	The usual way people behave in a certain place or cultural group.
Common Courtesy	Simple, thoughtful actions, like holding open a door for someone.
Achievement	Reaching a goal through effort and skill.
Goal	Something you want to achieve.
Independence	Being able to do things on your own.
Responsibility	Doing what you should and taking care of others.
Stereotype	A general idea about a person or group of people that often isn't true.
Career	A long-term job or profession.
Employee	A person who works for a company.
Salary	The money you earn from a job.

YEAR 5 – SPRING 2 WIDER WORLD 2 PART 1 KNOWLEDGE ORGANISER

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 4b



PROGRESSION AND GOLDEN THREAD

This Year 5 Protecting Our Environment unit builds on previous learning. In Year 1, we explored ways to care for the environment and living things through stories like A Planet Full of Plastic by Neil Layton. In Year 3, we focused on community responsibilities, particularly in caring for shared natural spaces and reducing litter. In Year 4, we examined responsible spending and how our choices can either help or harm the environment. This year, we will dive deeper into the environment and the leading causes of climate change, discussing actions we can take to protect our world and exploring our democratic rights to influence government policies on environmental issues.

WAYS TO INFLUENCE CHANGE

Voting allows us to choose leaders who represent our views and can make decisions that affect issues we care about.

Lobbying involves meeting with government leaders to share ideas and push for changes on important issues.

Joining **pressure groups** lets people work together to convince leaders to act on a specific issue.

Peaceful protests, like marches and demonstrations, help raise awareness and show leaders the public's desire for change.

KEY TERMS

	Environment	The world around us, including air, water, land, plants, and animals.
	Climate Change	Long-term changes in global weather patterns, making places hotter, dryer, colder, or stormier.
	Greenhouse Gas	A gas that traps heat in the air, making the Earth warmer.
	Carbon Dioxide	A type of greenhouse gas, often created when fossil fuels are burnt.
	Fossil Fuel	Fuels like coal, oil, or gas, made from ancient plants and animals.
	Green Energy	Energy that comes from natural sources like the sun, wind, and water, without polluting the air.
	Carbon Footprint	The amount of carbon dioxide produced by a person, group, or activity.
	Sustainability	Using resources in a way that doesn't waste them, so they're available for future generations.
	Recycling	Turning old things, like paper, plastic, and metal, into new items instead of throwing them away.

GREEN ENERGY

Wind Energy: Energy from the wind that is used to make electricity with wind turbines.

Solar Energy: Energy from the sun that can be turned into electricity or heat.

Biomass: Energy made from plants, wood, or animal waste (like poop) that can be burned or turned into fuel.

LOOKING AFTER THE PLANET

Reducing, reusing, and recycling helps cut waste, saves resources, and prevents harmful chemicals from polluting the environment.

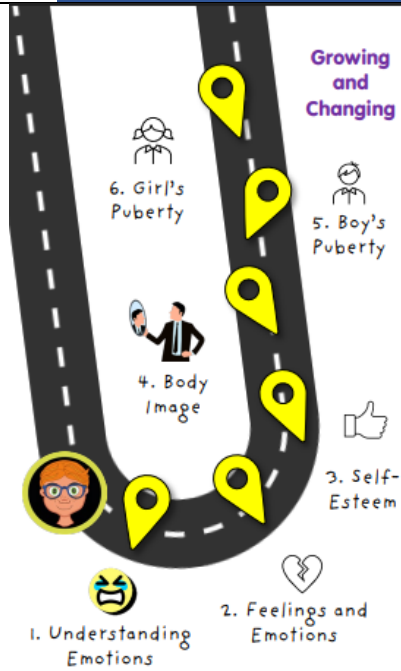
Reducing plastic use helps protect oceans and wildlife by preventing pollution.

Cutting down on car and plane travel reduces carbon emissions. Using alternatives like walking, biking, public transport, or electric vehicles helps protect the environment.

Eating less meat and dairy helps reduce greenhouse gas emissions, saves resources, and helps prevent deforestation caused by raising animals.

YEAR 5 – SPRING 2 WIDER WORLD 2 PART 2 KNOWLEDGE ORGANISER





Growing and Changing

PROGRESSION AND GOLDEN THREAD

This Year's Growing and Changing unit builds on our previous learning. In Reception, Year 1, and Year 3, we explored a range of feelings and emotions, along with strategies to manage them. In Year 4, we were introduced to puberty and its impact on emotions, learning about male and female anatomy and the physical and emotional changes that happen during this time. This year, we will take a closer look at the emotional aspects of growing up, including self-esteem and body image. We will also revisit the changes that happen during puberty, exploring them in greater depth than before.

MANAGING CHANGES

You can remove unwanted **facial hair** by **shaving**. Ask a trusted adult for help and advice.

Deodorant or **anti-perspirant** can be used under your arms to help to control **body odour**.

You can also help to control **body odour** by showering every morning and after exercise.

Always change into fresh clothes after showering.

Wash your skin thoroughly in the morning and at night before bed. You can buy special face washes and creams for **acne** prone skin.

KEY TERMS

Self-Esteem: How a person feels about themselves and how much they believe in their own value.

Body Image: How you see and think about your body.

Hormones: A chemical in your body that helps control how your body grows and works

Acne: A skin condition that causes spots, often on the face or back.

Erection: When the penis fills with blood and becomes firm, standing out from the body.

Semen: A fluid that contains sperm.

Body Odour: A strong, unpleasant smell that is caused by sweat.

Discharge: The fluid produced by the vagina to keep it clean and moist.

Menstrual Cycle: The monthly process when a girl's body gets ready for pregnancy. It involves releasing an egg and shedding the lining of the uterus.

Breast Buds: The tender lumps that develop on the breast as they begin to grow.

THE EMOTIONAL SPECTRUM



In our emotions lessons, we learned to use a range of vocabulary to describe our feelings.

We also explored the emotional spectrum and how our emotions can change in both intensity and type over time.

MANAGING CHANGES

Many girls choose to wear a **bra** to support their **breasts**.

Deodorant or **anti-perspirant** can be used under your arms to help to control **body odour**.

Period pads are absorbent pads that are placed in your underwear to soak up menstrual blood.

Tampons are compact rolls of absorbent material that are inserted into the vagina to absorb menstrual blood before it leaves the body.

Period pants are specially designed underwear that can be worn for up to 12 hours to absorb menstrual blood.

YEAR 5 – SUMMER 2 RELATIONSHIPS EDUCATION KNOWLEDGE ORGANISER

ONLINE SAFETY WARNING SIGNS

- Being asked to send photos of yourself.
- Receiving unwanted photos or inappropriate images.
- Being asked to chat privately.
- Being asked to keep secrets.
- Inquiries about personal details, like your name, age, or school.
- Receiving excessive compliments or flattery.
- Inappropriate questions or comments that make you feel uncomfortable.

COMMON FAMILY STRUCTURES

Nuclear family: A family unit consisting of two parents and their children living together.

Single-parent family: A family where one parent raises their child or children alone.

Single-sex or same-sex family: A family where both parents are of the same sex, e.g., two moms or two dads.

Blended family: A family formed when two separate families come together.

Foster family: A family that cares for children who are not able to live with their birth parents.

KEY TERMS

	Stranger	Someone who is not known to you.
	Safe Stranger	An unfamiliar person who can be trusted to offer help in emergencies, such as a police officer or teacher.
	Clever Never Goes	A reminder for kids to never go anywhere with a stranger or anyone without permission from a trusted adult.
	Loving Family Relationship	A loving bond between family members where individuals show affection, care, and support for each other.
	Positive Relationship	When two or more people show kindness, respect, trust, and support toward each other.
	Abuse	When someone harms another person physically, emotionally, or mentally through actions or words.
	FGM	When part or all the external female genitalia is removed or injured for non-medical reasons.
	Rite of Passage	An event or ceremony marking an important life stage, like adulthood or marriage.
	Prosecuted	When someone is officially charged with a crime and taken to court.

1. Positive Relationships
2. Loving Stable Families
3. Love and Abuse
4. FGM (Non-Statutory Lesson)
5. Online Behaviour and Risk
6. Stranger Safety

Safe Relationships

If schools choose to teach non-statutory content, parents do not have the right to withdraw their child.

SAFE STRANGERS

A safe stranger is unfamiliar person who can be trusted to offer help in an emergency. Here are some examples:

Firefighters, NHS Workers, Police Officers, Store Employees, Teachers or school staff

PROGRESSION AND GOLDEN THREAD

This Year 5 Safe Relationships Unit builds on previous learning. In Year 1, we explored stranger safety, including how to recognise safe strangers. We also studied families and the different ways people care for us. In Year 3, we expanded our learning by exploring family structures and learning how to seek help if we ever feel unhappy or unsafe. This year, we will deepen our knowledge by discussing a wider range of family types. We will define positive and loving relationships, and learn to recognise different forms of abuse, including domestic abuse and FGM. We will also focus on how to seek help if we are concerned about our own safety or the safety of others.