

1decision PSHE Knowledge Organiser

Module: Keeping/Staying Safe

Topic: Peer Pressure and Adults' & Children's Views



Year 5

Key Facts

- It is important to recognise who to trust and who not to trust and to be able to judge when a friendship is making you feel unhappy or uncomfortable
- The characteristics of friendships include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

By the end of this topic, I should:

- identify strategies we can use to keep ourselves and others safe
- recognise 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

Ask me a question!

- What is peer pressure?
- How could you help someone who is feeling pressured to do something?
- Who could you talk to if you felt pressured to do something?

I will learn the following new words/phrases:

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.

Managing Peer Pressure

Imagine your friends are trying to encourage you to do something you really don't feel comfortable with. What can you say or do to say 'no'?

If you are out playing, give a reason to go home

Can you think of any more ideas?

My Risk Assessment

Read the scenarios below and answer the questions. Check the level of risk by colouring in the traffic light.

Scenario	Is there a risk?	What is the risk?	What could get hurt?	What action could they take to make sure there is a positive outcome?
1 Jack and Joe want to climb the street ladder to get into the park. It is a dangerous way to get there.	🚦	Red = High risk Amber = Low risk Green = No risk		
2 Cerys has forgotten her homework. She can't find it in her bag and she thinks it is a good idea to copy it to the teacher's desk in the classroom.	🚦	Red = High risk Amber = Low risk Green = No risk		
3 Oliver wants to have a competition who can drop the most off the bridge and hit a car.	🚦	Red = High risk Amber = Low risk Green = No risk		



Key Facts

- There are risks associated with legal and illegal harmful substances, including: smoking, alcohol use and drug-taking
- It is important to recognise who to trust and who not to trust and to be able to judge when a friendship is making you feel unhappy or uncomfortable

By the end of this topic, I should:

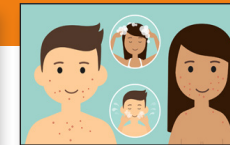
- explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.
- describe how smoking can affect your immediate and future health and wellbeing
- give reasons why someone might start and continue to smoke
- identify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

I will learn the following new words/phrases:

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

Ask me a question!

- What are the risks of smoking?
- Why do you think people start to smoke?
- Can you name one ingredient of a cigarette?
- What could you do if you or someone you know felt pressured to smoke?



Key Facts

- When you go through puberty, you will experience physical and emotional changes
- There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- There is advice available and steps we can take to support menstrual wellbeing

By the end of this topic, I 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

Ask me a question!

- What does the brain release in order for puberty to begin?
- What changes do females and males go through during puberty?
- How long do periods normally last?
- What coping strategies can help us through puberty?

I will learn the following new words/phrases:

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 which urine and sperm pass.
Testicles	Two male sex glands where sperm is produced.
Bladder	An organ inside the body where urine is stored.



Key Facts

- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- It is important to recognise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

By the end of this topic, I 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

I will learn the following new words/phrases:

Considerate	<i>Careful not to inconvenience or harm others.</i>
Inconsiderate	<i>Thoughtlessly causing hurt or inconvenience to others.</i>

Ask me a question!

- How can we help others?
- If someone is being unkind to you or someone you know, what could you do?



Key Facts

- It is important to recognise and talk about your emotions
- There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- It is important to judge whether what you are feeling and how you are behaving is appropriate and proportionate

I will learn the following new words/phrases:

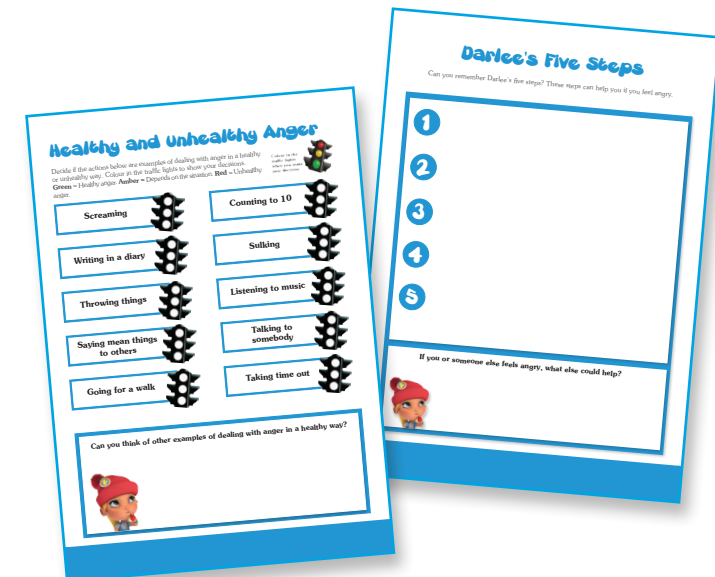
Displeasure	<i>Feeling annoyed, dissatisfied, or disappointed.</i>
Annoyance	<i>Something that annoys or irritates someone.</i>
Hostility	<i>The state of being unfriendly or full of hate.</i>

Ask me a question!

- Can you describe the feeling of anger?
- How can we manage the feeling of anger in a positive, healthy way?

By the end of this topic, I should:

- recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant
- explain how feelings can be communicated with or without words
- recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
- demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger



1decision PSHE Knowledge Organiser

Module: Computer Safety

Topic: Image Sharing and Adults' & Children's Views



Year
5

Key Facts

- It is important to understand how to report concerns and get support with issues online
- The characteristics of friendships include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

By the end of this topic, I 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

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?

I will learn the following new words/phrases:

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.



1decision PSHE Knowledge Organiser

Module: The Working World

Topic: Enterprise and Adults' & Children's Views



Year
5

Key Facts

- The characteristics of healthy family life include: commitment to each other, including in times of difficulty, protection and care for children and other family members, spending time together and sharing each other's lives

I will learn the following new words/phrases:

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.

By the end of this topic, I 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

Ask me a question!

- Why do we need money?
- How can we save money?
- How can we receive money?

Money Making Ideas
Think of a list of ideas that can help to earn you extra money. Darlee has completed the first idea for you.

Car washing

Can you think of more ideas?

Help Darlee Save
Darlee helps out at home by completing chores, such as washing the family car. In return, she receives £7.50 per week. Darlee would like to buy some new things. Can you help Darlee save?

Darlee would like to buy a set of new books
The set of books that Darlee would like to buy costs £19.99. How many weeks will it take for Darlee to save enough money for the set of books?

Darlee would like to buy concert tickets
Darlee would like to see her favourite band play live. A ticket to the concert costs £40. Darlee would like to buy one for herself and a friend. How many weeks will it take for Darlee to save enough money to buy two concert tickets? The concert is in 12 weeks, does she have enough time to save?

Darlee would like to buy a new bike
Darlee's new bike costs £120 and she has been given £45 for her birthday, which she can put towards the cost. How many weeks will it take for Darlee to save enough money for the bike?



Key Facts

- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- Other people's families, either in school or in the wider world, sometimes look different from your family, but you should respect those differences and know that other children's families are also characterised by love and care for them
- It is important to respect others even when they are very different from you (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

I will learn the following new words/phrases:

Inclusion	<i>A chance that something will happen in the future.</i>
Acceptance	<i>A brother or sister.</i>
Discrimination	<i>A group of people living in the same place or sharing a common interest.</i>
Unique	<i>Being the only one of its kind; unlike anything else.</i>
Anti-social	<i>Actions that harm or lack consideration for the well-being of others.</i>
Hate crime	<i>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.</i>

By the end of this topic, I 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

Ask me a question!

- How are we all different?
- How can we help people who are discriminated against?
- Can you describe the different groups that can make a community?

