





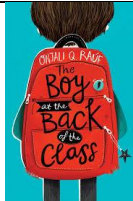
# St Mary's Horsforth – Personal Development Knowledge Organiser – Year 5 – Autumn 1



PSHE and Relationship Education	Mindmate	Character Education
Physical health and wellbeing: In the media.	Feeling good and being me – Self Belief	Respect, courtesy and thankfulness
What should I already know?	What should I already know?	What should I already know?
<ul style="list-style-type: none"> <li>• Why people may eat or avoid certain foods (religious, moral, cultural or health reasons).</li> <li>• About other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality).</li> <li>• About the importance of getting enough sleep.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend their vocabulary to enable them to explain both the range &amp; intensity of their feelings to others.</li> <li>• Recognise &amp; respond appropriately to a wider range of feelings in others.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how the virtues of respect and courtesy allow our school to be a more orderly environment where everyone feels valued.</li> <li>• I live our school and class rules every day and help make our classroom rules.</li> <li>• I know that recognising the beauty and wonder in the world around me affects others as well as myself.</li> <li>• How I can show generosity to others during Harvest-time (CAFOD appeal, family fast day).</li> </ul>
What will I know at the end of the unit?	What will I know at the end of the unit?	What will I know at the end of the unit?
<ul style="list-style-type: none"> <li>• That messages given on food adverts can be misleading.</li> <li>• About role models.</li> <li>• About how the media can manipulate images and that these images may not reflect reality.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-awareness and doing the right thing.</li> <li>• Understanding that their actions affect themselves &amp; others.</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of rules in school and the wider community.</li> <li>• People's need for fairness, respect and order.</li> <li>• I understand that we are all made in God's Image and likeness and deserve to be treated with dignity.</li> <li>• I understand how I would like to be treated and will try to treat others in the same way.</li> <li>• Christians believe that we are all made in God's Image and likeness and all deserve respect and courtesy.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary
Adverts, misleading, media, role models, reality	Self-awareness, understanding, actions, affects	Respect, courtesy, thankfulness, community, dignity
Recommended books	Recommended books	Recommended books




# St Mary's Horsforth – Personal Development Knowledge Organiser – Year 5 – Autumn 2



PSHE and Relationship Education		Mindmate	Character Education
<b>Keeping safe and managing risk – When things go wrong.</b>		<b>Friends and family – Unhealthy friendships and relationships.</b>	<b>Hope &amp; Patience</b>
<b>Careers, financial capability and economic wellbeing: Borrowing and earning money.</b>			
<b>What should I already know?</b>		<b>What should I already know?</b>	<b>What should I already know?</b>
<ul style="list-style-type: none"> <li>• How to be safe in their computer gaming habits.</li> <li>• About keeping safe near roads, rail, water, building sites and around fireworks.</li> <li>• About what to do in an emergency and basic emergency first aid procedure.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise what is fair &amp; unfair, kind &amp; unkind, what is right &amp; wrong.</li> <li>• Recognise when people are being unkind either to them or others.</li> <li>• Learn what to do when someone is unfair or unkind.</li> </ul>	<ul style="list-style-type: none"> <li>• I keep trying and do not give up and have hope in God.</li> <li>• I appreciate new experiences even if they are difficult.</li> <li>• I know my positive personal strengths.</li> <li>• I appreciate that I have a responsibility to show patience with others, at home, in school and in the wider community.</li> <li>• I can wait patiently.</li> <li>• I can show self-control.</li> <li>• I can treat other with gentleness even during disagreements in lots of different situations.</li> </ul>
<ul style="list-style-type: none"> <li>• About what influences people's choices about.</li> <li>• Spending and saving money.</li> <li>• How people can keep track of their money.</li> <li>• About the world of work.</li> </ul>			
<b>What will I know at the end of the unit?</b>		<b>What will I know at the end of the unit?</b>	<b>What will I know at the end of the unit?</b>
<ul style="list-style-type: none"> <li>• About keeping safe online.</li> <li>• That violence within relationships is not acceptable.</li> <li>• About problems that can occur when someone goes missing from home.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise what constitutes a positive, healthy relationship.</li> <li>• Develop the skills to form &amp; maintain positive &amp; healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• I can set personal goals and not give up hope.</li> <li>• I know how my personal strengths can help in a group</li> <li>• I show gentleness even during disagreements even when I feel strongly.</li> <li>• I know that we practice patience when we do not complain.</li> <li>• I demonstrate patience, acceptance and respect for others.</li> </ul>
<ul style="list-style-type: none"> <li>• That money can be borrowed but there are risks associated with this.</li> <li>• About enterprise.</li> <li>• What influences people's decisions about careers.</li> </ul>			
<b>Key Vocabulary</b>		<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Safe, online, violence, relationships, missing	Money, borrowing, enterprise, risks, careers, influences	Positive, healthy, relationships, recognise	Hope, responsibility, positive, self-control, patience
<b>Recommended books</b>		<b>Recommended books</b>	<b>Recommended books</b>
		 	


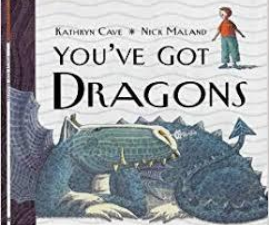
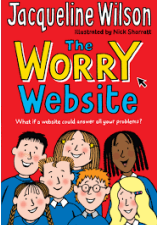
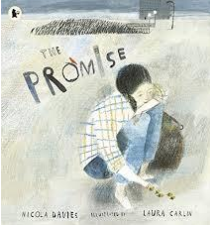

# St Mary's Horsforth – Personal Development Knowledge Organiser – Year 5 – Spring 1



PSHE and Relationship Education	Mindmate	Character Education
<b>Drug, alcohol and tobacco education: Different influences.</b>	<b>Life changes – Aspirations to manage change positively</b>	<b>Faith &amp; Simplicity</b>
<b>What should I already know?</b>	<b>What should I already know?</b>	<b>What should I already know?</b>
<ul style="list-style-type: none"> <li>• That there are drugs (other than medicines) that are common in everyday life, and why people choose to use them.</li> <li>• About the effects and risks of drinking alcohol.</li> <li>• About different patterns of behaviour that are related to drug use.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of being co-operative with others.</li> <li>• Understand that change happens &amp; can be challenging.</li> <li>• Understand that adapting to change is key to developing emotional wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• I confidently share my belief in God with others.</li> <li>• I can be silent and spend time with God.</li> <li>• I can share with others all the things I know about people who have different faiths and the strength they receive from their faith.</li> <li>• Ways to develop a caring and effective relationship planet.</li> </ul>
<b>What will I know at the end of the unit?</b>	<b>What will I know at the end of the unit?</b>	<b>What will I know at the end of the unit?</b>
<ul style="list-style-type: none"> <li>• About the risks associated with smoking drugs.</li> <li>• Including cigarettes, e-cigarettes, shisha and cannabis.</li> <li>• About different influences on drug use – alcohol, tobacco and nicotine products.</li> <li>• Strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn that different people respond differently to different changes.</li> <li>• Learn that some people find change easier than others.</li> <li>• Find out that there are things they can do that help them cope with or accept change.</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of spending time with God in moments of quiet and prayer and ask for guidance on how to live my life.</li> <li>• developing different ways to pray and spend time with God.</li> <li>• I can give examples of others showing their faith.</li> <li>• I know that God will meet all my essential need.</li> <li>• I know that I must lead by example and develop an effective, caring relationship.</li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Smoking, drugs, cigarettes, cannabis, alcohol, tobacco, nicotine	Respond, changes, easier, harder, cope, accept change	Faith, simplicity, prayer, guidance
<b>Recommended books</b>	<b>Recommended books</b>	<b>Recommended books</b>
		

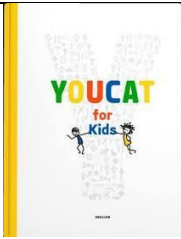
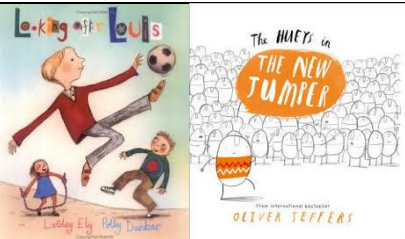
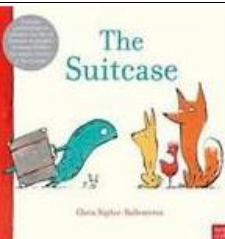
# St Mary's Horsforth – Personal Development Knowledge Organiser – Year 5 – Spring 2



PSHE and Relationship Education	Mindmate	Character Education
<b>Mental health and emotional wellbeing: Dealing with feelings</b>	<b>Strong emotions – Strong emotions and mental health</b>	<b>Charity &amp; Forgiveness</b>
<b>What should I already know?</b>	<b>What should I already know?</b>	<b>What should I already know?</b>
<ul style="list-style-type: none"> <li>About celebrating achievements and setting personal goals.</li> <li>About dealing with put-downs.</li> <li>About positive ways to deal with set-backs.</li> </ul>	<ul style="list-style-type: none"> <li>Know that people can experience conflicting emotions at different times, such as times of loss &amp; change, stress, anxiety &amp; recognise when &amp; how to ask for help</li> <li>Use basic techniques for resisting pressure to do something dangerous, unhealthy and so on</li> </ul>	<ul style="list-style-type: none"> <li>I can show respect for different people's views.</li> <li>I know I should love others as I love myself.</li> <li>Actions have consequences for myself and others.</li> </ul>
<b>What will I know at the end of the unit?</b>	<b>What will I know at the end of the unit?</b>	<b>What will I know at the end of the unit?</b>
<ul style="list-style-type: none"> <li>About a wide range of emotions and feelings and how these are experienced in the body.</li> <li>About times of change and how this can make people feel. about the feelings associated with loss, grief and bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>Define what is meant by 'mental health' &amp; can identify what mental health looks like.</li> <li>Recognise the link between strong emotions &amp; poor mental health &amp; develop protective strategies.</li> <li>Recognise that anyone can be affected by poor mental health identify the appropriate language to use to describe mental health.</li> <li>Know what people can do to support their mental health &amp; where people can get help.</li> </ul>	<ul style="list-style-type: none"> <li>I can express beliefs about the importance of Jesus teachings, the concept of neighbour and loving others.</li> <li>I know that mistakes are part of learning.</li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Range of emotions, feelings, experienced, body, loss, grief, bereavement	Mental health, strong emotions, protective strategies, help	Charity, forgiveness, concept, express, neighbour
<b>Recommended books</b>	<b>Recommended books</b>	<b>Recommended books</b>
 		 

# St Mary's Horsforth – Personal Development Knowledge Organiser – Year 5 – Summer 1



PSHE and Relationship Education	Mindmate	Character Education
<b>Created to be loved by God &amp; Is God calling you?</b>	<b>Being the same and being different: Stigma</b>	<b>Resilience/Perseverance and Kindness</b>
<b>What should I already know?</b>	<b>What should I already know?</b>	<b>What should I already know?</b>
<ul style="list-style-type: none"> <li>• Self-confidence arises from being loved by God.</li> <li>• To look after their bodies as a gift from God</li> <li>• What is puberty?</li> <li>• What to expect when puberty takes place?</li> <li>• Learn correct naming of genitalia.</li> <li>• Learn what changes will happen to boys during puberty.</li> <li>• Learn what changes will happen to girls during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that their actions affect themselves &amp; others.</li> <li>• To develop self-awareness.</li> <li>• Learn to do the right thing learn the connection between discrimination &amp; uncomfortable feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose commitments wisely.</li> <li>• I know strategies to keep me going on a difficult task.</li> <li>• I know that small acts of kindness have a positive impact on the world.</li> <li>• I can explain the ripple effect of kindness.</li> </ul>
<b>What will I know at the end of the unit?</b>	<b>What will I know at the end of the unit?</b>	<b>What will I know at the end of the unit?</b>
<ul style="list-style-type: none"> <li>• To know that God calls us to love others</li> <li>• To know ways in which we can participate in God's call to us.</li> <li>• There are strategies that they can adopt to resist pressure.</li> <li>• Understand what consent and bodily autonomy means</li> <li>• Develop strategies that will positively impact their actions</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about stereotyping, including gender stereotyping.</li> <li>• Know that stereotypes exist for different groups &amp; can explain what is meant by the word 'stereotype'.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to ask for help.</li> <li>• I know I have a range of skills for different tasks.</li> <li>• I look for ways to care for God's creation</li> <li>• I look for ways to help others by following the example of Jesus I show kindness to any person or animal I see.</li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Strategies, resist, pressure, impact, participate	Stereotyping, gender, groups, stigma	Resilience, perseverance, kindness, example, skills, tasks
<b>Recommended books</b>	<b>Recommended books</b>	<b>Recommended books</b>
		

# St Mary's Horsforth – Personal Development Knowledge Organiser – Year 5 – Summer 2



PSHE and Relationship Education Created to love others	Mindmate Solving problems/making it better – Talking it through.	Character Education Honesty and Service
<b>What should I already know?</b>	<b>What should I already know?</b>	<b>What should I already know?</b>
<ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• Positive actions help emotional well-being</li> <li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</li> <li>• That they were handmade by God with the help of their parents</li> <li>• God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship</li> <li>• To devise practical ways of loving and caring for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that, at times, they may experience conflicting emotions.</li> <li>• Understand more about managing their emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of being honest with my friends.</li> <li>• I recognise the talents and gifts of other people and how they use them to help others.</li> </ul>
<b>What will I know at the end of the unit?</b>	<b>What will I know at the end of the unit?</b>	<b>What will I know at the end of the unit?</b>
<ul style="list-style-type: none"> <li>• To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>• What cyberbullying feels like for the victim How to get help if they experience cyberbullying</li> <li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>• The principles of Catholic Social Teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness &amp; understanding of the role peers can play in supporting one another including restorative approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• I should think before I speak.</li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Catholic Social Teaching, cyberbullying, judge, contact	Peers, awareness, understanding, supporting, restorative	Honesty, service, talents, gifts
<b>Recommended books</b>	<b>Recommended books</b>	<b>Recommended books</b>
