

## Year 5 – Health and Wellbeing Autumn 2 Knowledge Organiser



## Heathfield Schools' Partnership

This PSHE unit builds on from the Year 4 health and wellbeing topic. The children begin the topic by performing yoga poses following a guidance video for a calming and rejuvenating experience. They discuss controlled breathing and gentle stretches as a way of releasing tension and promoting flexibility. This leads on to the importance of a good night's sleep and the importance of establishing a routine. They will understand that quality sleep is vital in allowing their bodies and minds to repair and recharge to improve overall well-being. The children will discuss good eating habits and incorporating a variety of foods into their diet to support overall health. They will end the topic with discussions about sun safety, recognising risks of sun exposure and taking appropriate precautions for long-term health and wellbeing. This topic will allow the children to explore their complex and challenging feelings, especially during a difficult situation. They will understand that feelings can be managed through self-care and seeking support.

### Key knowledge

- Understand the risks of sun exposure and importance of correct protection against the UV rays.
- Know relaxation stretches to help relax and de-stress.
- Know that calories are the unit that we use to measure the amount of energy certain foods give.
- Know that routines before bed can affect the quality of sleep.
- Understand causes of stress and recognise early signs.



*There are things we can do to look after our mental health, such as yoga.*



*Sleep is an important part of keeping healthy.*

### Key Vocabulary

- **Fail**-When you are unsuccessful in reaching a goal.
- **Goal**-Something you want to do or achieve.
- **Protect**-To keep someone or something safe.
- **Relaxation**-Doing calming activities when there is a lot going on inside and outside the body.
- **Responsibility**- Being in charge of your actions or taking accountability for them.
- **Steps**-To do what is necessary to reach a goal, usually in some kind of order.

*As we get older, we take on more responsibility for our own health.*

### Key Questions

- Do I understand the relationship between stress and relaxation?
- Do I know relaxation strategies to calm my mind and body after a stressful situation?
- How can I take responsibility for my own feelings?
- How can I ensure to get a good night's sleep? How does my sleeping pattern affect my mind and body?
- What healthy food choices can I make? And How does this affect my over all health?



*When we plan a meal, we need to try and include all the food groups which keep us healthy.*



*UV rays from the sun can damage our skin if we don't protect ourselves.*

*If you are worried about your health, talk to an adult you trust or your doctor.*

**Contact:** Childline  
www.childline.org | 0800 1111  
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This PSHE unit follows on from the Year 4 topic of families and relationships. Within this topic, the children explore qualities of empathy, trustworthiness, loyalty and good communication that contribute to healthy relationships. They will learn that each person has an attribute that defines them, and it is vital to celebrate these attributes to help build self-esteem and acceptance. This will help children to promote inclusivity and respect for all genders, and within this topic they will explore two people's love and commitment to each other that might lead to marriage. Finally, they will discuss stereotypes' potential to lead to discrimination and significant steps they can take towards promoting a fair and just society.

### Key knowledge

- Empathy, trustworthiness, loyalty and good communication are some of the skills that make someone a good friend.
- Positive attributes are good qualities that an individual has.
- Every individual has different attributes and we must celebrate differences.
- Stereotypes about differences of individuals can be unfair, negative, and destructive.
- Stereotypes can also lead to discrimination, especially on the grounds of race, age, sex, or disability.
- Discriminating against someone on the basis of their attributes is considered bullying.
- A bystander can and should take actions against a bully.

*There are many qualities which make a good friend.*

### Key Vocabulary

**Attributes**-A quality belonging to a person or a thing.

**Bullying**- A form of harassment verbal, emotional, or physical that is repeated over time and causes the victim to feel upset, depressed or sad.

**Bystander**-A person who does not actively becomes involved in a situation when another person needs help.

**Cyberbullying**-A form of harassment (bullying) that happens online via the internet.

**Marriage**-A legally and socially sanctioned union between two individuals.

**Secret**- A piece of information that only a few people and must not tell anybody.

**Wedding**-A celebration or ceremony of marriage.

### Key Questions

- What issues can be encountered in friendships and how might these impact friendships?
- What assumptions do we make about people based on how they look?
- What impact does bullying have on an individual?
- What does self-respect mean?
- What positive attributes do we have and how can we be proud of them?
- How can you identify ways families might make children feel unhappy or unsafe?
- Who can you talk to if you are worried or unhappy about something?
- Can you name some harmful side effects of bullying?
- What is discrimination?

Talk to an adult you trust, this could be:

- someone at school e.g. teacher
- someone at home e.g. parent or older siblings
- another relative e.g. grandparent or aunty/uncle
- someone at a club or organisation you attend e.g. sports coach

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*Some people bully others because they have their own problems and they need help and support to overcome their problems.*

*If we are aware of bullying, it is important to try and help and not be a bystander.*