

Year 5 – **My Healthy Self:** How can I support my mind and body as I grow?
Autumn 1 Knowledge Organiser



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This PSHE unit builds on from the 'Year 4 **My Healthy Self:** How can I make healthy choices' previously studied. At the start of the term the children are learning to understanding how everyday choices can support physical and emotional wellbeing. They will explore nutrition, physical activity, and self-regulation and why these are important. Then they will learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions, and seeking support when needed.

Key knowledge

- Interpret traffic light food labels and use them to make healthier food choices.
- Recognise different levels of physical activity, reflect on personal activity levels and explain how exercise benefits physical and mental health.
- Identify and describe complex feelings, recognise their physical signs and choose appropriate ways to respond.
- Explain how to look after mental health, recognise when someone may need support and identify trusted adults and professionals who can help.



Star Words - Key Vocabulary

Agreement - A shared promise or plan made.

Label – Giving a clear name so you understand what is happening.

Movement – The action of moving your body, such as walking, running, dancing, stretching or even everyday activities like cleaning and carrying shopping.

Vigorous – Using a lot of energy or strength.

Overwhelmed – A feeling that too much is happening around you.

Regulate – To control or adjust something such as emotions.

Indicators – A signal or clue that helps you figure out something.

Emotions



surprise



happiness



anger



disgust



sadness



fear

Regulating your feelings

Your body sends clues when feelings grow stronger. Some ways to regulate are:

- Counting to ten.
- Box breathing.
- Stretching.
- Squeezing a squeeze ball.
- Going for a walk in nature.

Key Skills

- Make informed food choices by interpreting food labels, evaluating ingredients and understanding influences on diet.
- Explain what a healthy relationship with food involves, including balance, variety and enjoyment without guilt.
- Recognise the benefits of regular physical activity, identify different activity levels and plan ways to be more active.
- Communicate feelings clearly and reflect on whether emotional and behavioural responses are appropriate.
- Identify trusted people and services that can provide support for mental health.

Year 5 – **Connecting with others**: Why are healthy relationships important?

Autumn 2 Knowledge Organiser



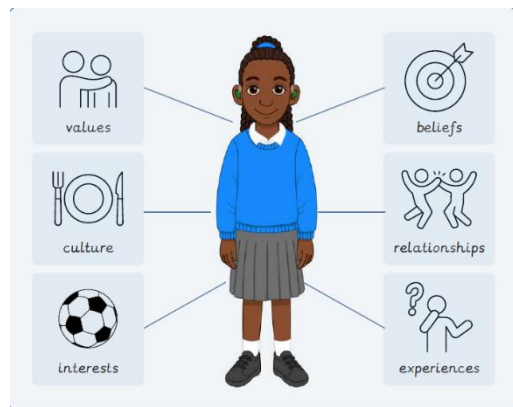
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This unit builds on from the Year 4 topic **Connecting with others**: How can we respect each other previously studied. In this module the children will investigate identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. They will examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.

Key knowledge

- Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests.
- Link aspects of identity to their own behaviour or choices.
- Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships.
- Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help.
- Describe why healthy friendships matter for wellbeing.
- Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges.
- Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements.
- Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful.



Speak to a trusted adult if:

someone repeatedly ignores your boundaries

someone makes you feel unsafe

someone pressures you to do something unsafe

you are worried about someone else

Healthy relationships grow when we:



Star Words - Key Vocabulary

Identity - The unique mix of traits, beliefs and looks that make you who you are.

Commitment - Sticking with something and trying your best, or even when you feel like quitting.

Support - To help, hold up or take care of something or someone.

Trustworthy - Being the kind of person who is honest and can be relied on.

Challenges - Things that are difficult to do or face, but give you a chance to learn or improve.

Assertive - Stating needs or feelings clearly and honestly while treating everyone with respect.

Key Skills

- Discussing how the time spent with family may change as they get older and how these relationships might evolve.
- Exploring different ways parents or carers might protect and show care for their children.
- Analysing how different contexts can influence family roles and relationships.
- Recognising and respecting different types of families.
- Recognising when a family relationship seems unsafe or unhealthy.
- Describing some signs of unhealthy or unhappy friendships.
- Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.
- Practising discussing disagreements without blaming others or over-reacting.
- Recognising and celebrating their own identity and what makes them unique.
- Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.
- Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).