



Key Vocabulary

respect
wellbeing
trust
hormones
mood swings
confidential
confidence
resilience
puberty
crush
embarrassed
menstruation
unwanted attention
separation
unwanted touch
period products

PDL Knowledge Organiser

Year group: 5

Topic link:
Growing and
Changing

Golden Thread
Staying safe
Building
Relationships

Key Questions:

Managing Difficult Feelings

Why do people have good and not so good feelings?
Is resilience the same as confidence?
Can someone develop confidence or resilience? How?
Does having resilience help people with their feelings?

Managing Change

What different changes can someone experience?
Does change cause strong emotions?
Does preparing for change help?
How might preparing for change help someone to cope with it?
What might help someone cope with these strong emotions?

Getting Help

Does the body feel differently when someone may need help?
When might someone need help?
What advice would you give to someone who needs to get help?
What makes someone a trusted adult?

What key skills will I have by the end of this journey?

I can begin to manage challenging emotions by building my resilience.
I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.
I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.
I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.
I can give examples of feelings and emotions people have at times of change.

What key knowledge will I have by the end of this journey?

To describe the intensity of different feelings and strategies to build resilience.
To understand the different types of feelings and emotions associated with puberty.
To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.
To identify the different types of products someone might use during puberty or menstruation.
To explain how people might feel at times of change and loss.
To consider strategies when coping with this.

Links to previous and future learning

In Year 3

I can name a few things that make a positive relationship and some things that make a negative relationship. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

In year 4

I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).
I can tell you why people get married.

In Year 5

In year 6

I can give an example of a secret that should be shared with a trusted adult.
I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).