

Year 5 – Growing and Changing

Knowledge Organiser



| Healthy Relationships |
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| <ul style="list-style-type: none"> - Always remember your body belongs to you and you can choose what happens with your body - Some parts of our body are private. That means no one should be allowed to see or touch them without permission - We respect others by allowing them to keep their body parts private - Some forms of touch are appropriate like hugs, tickling and kisses but it is important to know the difference between what is appropriate and what is inappropriate - You have the right to say 'no' to unwanted touch - Secrets are not the same as surprises. If a secret upsets you, you should tell an adult you trust - If you ever feel uncomfortable or unsure about something, even with an adult you know well, you should tell an adult you trust |

| Puberty |
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| <ul style="list-style-type: none"> - During puberty, you may need to use deodorant, shower gel, spot cream/facial wash, period products or razors - The female body changes in these ways: breasts develop, hips widen, height increases, periods begin, body hair grows around the genitalia and under arms - The male body changes in this way: height increases, chest and shoulders grow bigger, body hair grows on face, under arms and around genitalia, penis and testes grow in size, semen begins to be produced |

| Key Vocabulary | Definition |
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| Resilience | The capacity to recover quickly from difficulties |
| Pubic Hair | Hair that starts to grow around the genitals during puberty |
| Vulva | The external parts of girl's genitals |
| Penis | An external male reproductive organ |
| Testicles | Sacks found below the penis that produce sperm |
| Puberty | A period during which adolescents reach maturity and become capable of reproduction |
| Period/Menstruation | A flow of blood and other material from the lining of the uterus, occurring when an egg has not been fertilised |
| Sanitary Towel | An absorbent pad worn by women to absorb menstrual blood |
| Tampon | A compressed pad of cotton wool that can be inserted into the body in the vaginal passage to catch the period blood before it leaves the body in order to protect clothes |
| Menstrual Cup | A small cup that can be inserted into the vagina during menstruation. Its purpose is to collect menstrual fluid |
| Hormones | A chemical substance in the body that give messages to different parts of the body to start changing/developing during puberty |
| Prejudice | A preconceived opinion that is not based on reason or actual experience |

| We will be learning to... |
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| <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies we can use to build resilience. • Identify people who can be trusted; • Describe strategies for dealing with situations in which we would feel uncomfortable. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that we may need during puberty and why; • Know what menstruation is and why it happens. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. |

| Key Resources |
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| Skills | | | |
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| Managing difficult feelings | I can explain why people have good and not so good feelings. | I can explain what resilience is and how it can be developed. | I can list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience. |
| Managing change | I can list some of the ways in which we can experience change (puberty, moving, family breakup or bereavement). | I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). | I can suggest ways to cope with strong emotions in response to change. |
| Getting help | I can list some of the ways my body responds when I may need help. | I am able to identify when I need help and can identify trusted adults in my life who can help me. | I can recognise when others may need to get help and can advise them to talk to a trusted adult. |