



The Mead Infant and Nursery School – PSHCE

TOPIC Knowledge Organiser – Year N (Rights and Responsibilities)



What should I already know?

Most children this age should already be demonstrating single-channel attention with more flexibility, 2–3 years:

Children can focus on one activity but still find it difficult to shift their attention when spoken to. They should be able to begin to respond to interruptions and distractions if their name is called or a visual distraction is offered. At this stage, children still find it difficult to pay attention to a visual and verbal task at the same time.

I should know to go to a parent, or the person/people who are in loco parentis, if I have hurt myself.

What will I know by the end of Year N?

- I will know that I need to listen to different people.
- I can sit for a short length of time.
- I can work with a friend.
- I know that I can get hurt.

Key Questions

What is listening?

How do we show good listening?

Who do you listen to at home? Why?

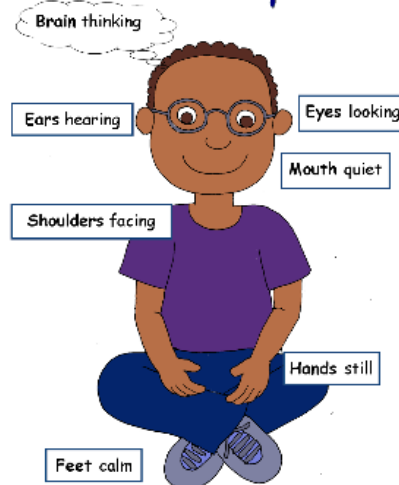
Who do you think that you should listen to in school and why?

How can our bodies get hurt?

Key images/diagrams/additional facts

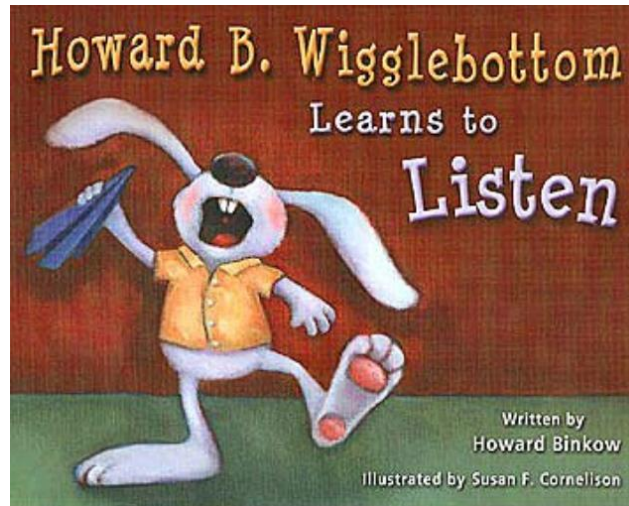
Attention under voluntary control is expected at 3–4 years: children begin to control their own focus of attention and can shift this between an activity and the speaker. However, children still have to look at the person speaking in order to do this.

Be a Whole Body Listener



Key Vocabulary

listening	We are really asking: Can you hear my voice; Can you listen to the words I'm saying; Can you look at me or the object; Can you filter out background noise of other people talking or environmental sounds; Can you clearly see the visual stimuli; Can you break down my sentences and understand their meaning?
good listening	Can you do all of the listening skills at the same time for a reasonable length of time for the child's age?
friend	A person that you know and like (and with whom you may do activities)
hurt	Having an injury (damage) on your body and feeling pain from it. An ouch.
Quiet	To not have any sound
Calm	Not disturbing others, stillness, resting quietly.
Eyes looking	Facing towards the person who is speaking to you
Hearing	Listening out for sounds, or words coming from the person speaking
Facing	Your body is pointed towards something
Still	Not moving

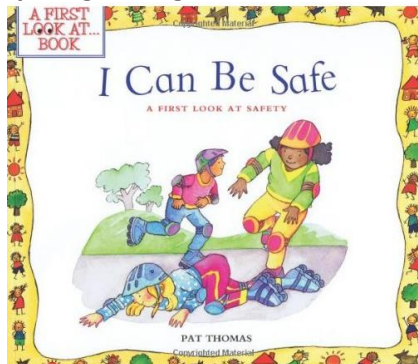


Looking at different ways in which we can be hurt is important ... not just falling over, but we can get poorly from bugs too etc.



Personal Skills

- I can listen and respond to my name.
- I can complete a simple task or instruction when asked by an adult.
- I can explain to an adult at least two ways that my body can get hurt.

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TOPIC Knowledge Organiser – Year N (Safety and Risks)																
What should I already know? <ul style="list-style-type: none">- What washing hands means- To listen to “safe” adults- That water comes out of a tap	Key Questions <p>Why might we need to wash our hands? What do we use to wash our hands? Where would we wash our hands? Which tap should you turn on to wash your hands? Which tap has cold water coming from it? How do you know? Which is the hot tap? Why do we need to be careful using the hot tap? Who are safe adults? Why should we listen to our safe adults? Why do we use tissues? How do I use a tissue? Where does a used tissue go? How can our body be hurt? What might happen if we stay in the sun a long time? How can we protect our skin? Where else might we need to stay safe?</p> Key images/diagrams/additional facts <div></div> <p>Discussion about “safe” adults – school staff, police, fire, paramedics, doctors, nurses, dentist etc.</p>	Key Vocabulary <table><tr><td>Wash</td><td>To clean with soap and water</td></tr><tr><td>Hot tap</td><td>The tap that has the red colour on it, where warm water comes from.</td></tr><tr><td>Cold Tap</td><td>The tap that has blue on it, where the cold water comes from.</td></tr><tr><td>Safe adult</td><td>Someone that you can trust who will keep you well looked after and happy.</td></tr><tr><td>sunburn</td><td>When your skin goes red and very sore because of the sun</td></tr><tr><td>Sun cream</td><td>A spray, oil or cream that we can put on our skin to protect it from the sun.</td></tr><tr><td>Stay safe</td><td>Not in any danger or in harm</td></tr></table>	Wash	To clean with soap and water	Hot tap	The tap that has the red colour on it, where warm water comes from.	Cold Tap	The tap that has blue on it, where the cold water comes from.	Safe adult	Someone that you can trust who will keep you well looked after and happy.	sunburn	When your skin goes red and very sore because of the sun	Sun cream	A spray, oil or cream that we can put on our skin to protect it from the sun.	Stay safe	Not in any danger or in harm
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What will I know by the end of Year N? <ul style="list-style-type: none">• I will know how to wash my hands• I will know when, and how, to use a tissue.• I will be able to listen to “safe” adults.• I will know which the cold tap is and which the hot tap is.• I will know that the sun can burn our skin.• I will know that sun cream can keep my skin safe from burning.• I will be able to name some places where I need to be careful e.g. water, roads, hobs, kettles etc.	Personal Skills <p>I will be able to wash my hands thoroughly and safely. I will be able to demonstrate that I can find the cold and hot taps. I can name people who help keep me safe. I can find and use a tissue safely. I will know, and demonstrate, where a used tissue goes. I will know to ask an adult to put sun cream on me before I go in the sun. I will wear a sunhat when it is sunny.</p>															


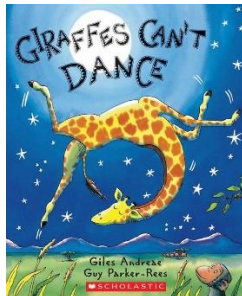
<https://youtu.be/7tjhvy19KT0> Mr Tumble - Sun safe
song

<https://youtu.be/pfuM2aSLpnI> CBeebies House
Sunhat Song

1. Wash Hands	
2. Add Soap	
3. Scrub 20 Seconds	
4. Rinse with Water	
5. Dry with Towel	

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TOPIC Knowledge Organiser – Year N (Goals)

What should I already know?	Key Questions	Key Vocabulary												
	<p>What are you good at? What would you like some help with? How will you know if you have succeeded in your challenge?</p> <p>Key images/diagrams/additional facts</p> <div></div> <div></div>	<table><tr><td>Goal /challenge</td><td>Something that I can try to learn to do or be.</td></tr><tr><td>succeed</td><td>To have managed to do something that you wanted to do. To have done well at something.</td></tr><tr><td>Tigger</td><td>To keep on trying at something even when you find it difficult or tricky</td></tr><tr><td>Keep on trying /resilient</td><td>Don't give up, just have another go.</td></tr><tr><td>Piglet</td><td>To be brave like Piglet, even though he is small, he can do super things</td></tr><tr><td>brave</td><td>When you find something a little bit sad or worrying but you have a go and do your best anyway.</td></tr></table>	Goal /challenge	Something that I can try to learn to do or be.	succeed	To have managed to do something that you wanted to do. To have done well at something.	Tigger	To keep on trying at something even when you find it difficult or tricky	Keep on trying /resilient	Don't give up, just have another go.	Piglet	To be brave like Piglet, even though he is small, he can do super things	brave	When you find something a little bit sad or worrying but you have a go and do your best anyway.
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What will I know by the end of Year N?		Personal Skills												
<ul style="list-style-type: none">I will be able to think of something I would like to be able to do.I will be able to say when I have managed to achieve or succeed in my goal.		<p>I will be able to recognise what I am good at. I will be able to recognise what I might need help with. I will be able to set myself a goal or challenge. I will be able to spot when I have completed my challenge. I will be a Tigger even if I find things tricky. I will be brave like Piglet and try new things even if I am a little unsure. I will ask for help if I need it.</p>												



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TOPIC Knowledge Organiser – Year N (Relationships Education)

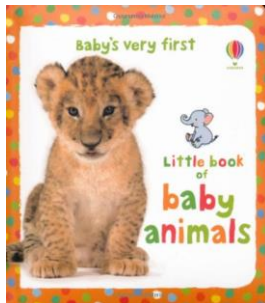


What should I already know?

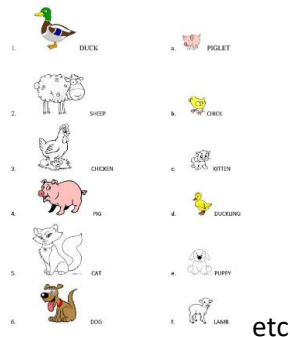
Key Questions

What does grow mean?
Which things do you think might be able to grow?
How could we find out?
How do things change as they grow?

Key images/diagrams/additional facts



An example of every day animals they will be familiar with, to look at and match



Key Vocabulary

grow	To get bigger in size and change how it looks.
baby	The young of a living thing, when it first begins to live.
adult	The time when a living thing is fully grown and can have babies of its own.
Vulva	the area between a girl's legs at the front.
Bottom	Our rear bottom which has two cheeks that are soft so we can sit comfortably.
Penis	the spongy tissue that dangles between a boy's legs.
Testicles	two little balls in squashy bags behind the penis

What will I know by the end of Year N ?

- I will know that some things can grow and others can't.
- I will recognise that things change as they grow.
- I will be able to match a baby animal to an adult animal.
- I will know the names of baby animals and their adults. (E.g. lamb and a sheep).
- I will be able to use the correct scientific terms for parts of the body, including simple external genitalia.

Personal Skills

I will be able to think of ways to find out which things can grow and which do not.

I will be able to match animals and their baby using pictures.

I will be able to name the living things, adult and baby.

I will be able to say something that is different about them as an adult.

I will be able to explain to someone using correct anatomical terms, where I have been hurt, if appropriate, so that they can get me the appropriate help

Use of anatomically correct dolls – how does someone know if they've had a baby boy or girl?

Highlight underpants rule (NSPCC) when teaching external genitalia body part names – these areas of the body are places that we don't usually look at on others, or touch. These are parts of the body which are we keep covered by our underwear and that we have a right to keep private or to ourselves.

(Remember you MUST inform parents before teaching these names as they have a right to withdraw their child; with written request to head teacher.)



The Mead Infant and Nursery School – PSHCE

TOPIC Knowledge Organiser – Year N (Feelings and Friendship)



What should I already know?

Key Questions

How do you feel today?
What is a feeling?
What different feelings do you know?
How do we show these feelings?
When might we feel these different feelings?

Key images/diagrams/additional facts



Key Vocabulary

feeling	How we feel at any moment in time
happy	To feel smiley, glad about things and that everything is ok
sad	When something is wrong or upsetting you. You may be hurt
angry	When something has upset you because you didn't like it. You are cross and your body feels tight.
shout	To use a very loud, often cross, voice.

What will I know by the end of Year N?

- I will be able to name a feeling – e.g. happy, sad, angry.
- I will be able to show how I am feeling (identifying my feeling on a picture).
- I will be able to say what kind hands are.
- I will be able to use kind hands most of the time.

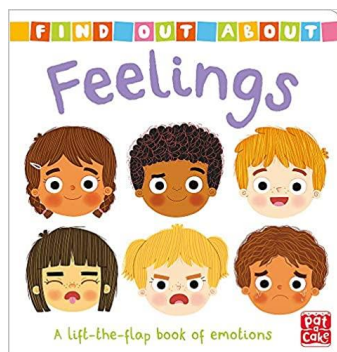
Personal Skills

I will recognise how I am feeling and can tell someone.
I can put my picture on a mood board to let others know how I am feeling.
I can show what kind hands do.
I can use gentle, kind hands in class and at play.

I can express my likes and dislikes in a positive and clear way.
I can show that I can make choices.



We will begin to use Zones of Regulation Mood boards in a simple way.



Ongoing –

- I can share my opinion on things that matter to me.
- I can explain what I'm talking about to one other person.

- Widget Symbols/ Picture Cards – These can be used as choice cards at the beginning of the session to show what activities they would like or for various times of the day such as choosing a song they would like to sing. This is a great way of giving children a voice, even if they don't have the language to support their own voice (many will, but some won't yet)

Ongoing –

- I can choose an activity that I like.
- I can say what I like and don't like.
- I can talk to one other person with confidence.

	<ul style="list-style-type: none"> • Observations – These underpin all aspects of early years practice, however they also give children a voice by practitioners tuning into each individual's likes, dislikes and stages of development. • Including children's interests on planning. • Celebrate all religions/cultures – This shows children that they are valued and that they can express their thoughts/feelings about who they are and what they believe in. • Well-resourced and accessible areas – This enables children to express their interests and to have a voice through choice. • Let children fill out pages in their own learning journeys – This gives children the opportunity to express something that interests them or something they are proud of and this enables again another nonverbal way of having a voice • Be an active listener – Listen to what the children are sharing with you, act positively upon the information they share with you. Be careful about the questions you ask and really tune into the child's voice. • Decision making – Allow the children to have a voice when it comes to making decisions. Ensure all children including the quieter ones are given a voice and are heard. This decision making may be about simple things such as which story they would like or what to have for snack that day (if possible present a choice) • Embrace dislikes –promote a positive attitude towards the things that they dislike and show acceptance of their dislike. For example it is okay to not like playing outdoors however it is good for us to get exercise to stay healthy. • Circle time and or show and tell – Allow the children to create their own agendas for the 	
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	<p>circle time session. This will enable them to express themselves and to create their own conversations. Show and tell is a nice way to give children a voice and encourage the quieter children to join in with group conversation and to have a voice. Use the usual circle time rules – one person speaking at a time, using kind words to our friends etc.</p>	
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