


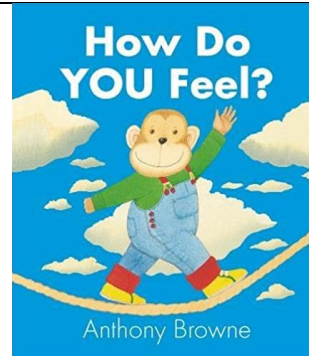


The Mead Infant and Nursery School – PSHCE and RSE

TOPIC Knowledge Organiser – Year 1 (Responsibilities and Rights)



What should I already know?		Key Vocabulary	
<p>(If they have come up from our school Reception):</p> <ul style="list-style-type: none"> I will know that I need to listen to different people. I will be able to sit for a short length of time. I will be able to work with a friend. I will know that I can get hurt in different ways. 	<p>Key Questions</p> <p>How can we make sure that everyone can learn in class? How can we make sure that everyone is safe in class? What does Roo do? Who are our learning characters? What happens if we make good choices and work hard? What will happen if we make a mistake in our behaviour? How can we show that we are listening? How do we get hurt? How do our feelings get hurt? How could we help make sure that others don't have hurt feelings?</p>		
<p>What will I know by the end of Year ?</p> <ul style="list-style-type: none"> I will be able to agree our class rules. I will know our school rules and will behave appropriately. I will understand the class, and school, reward systems and sanctions I will know, be able to name and explain the school learning behaviours. I will know when I am demonstrating one of the school learning behaviours. I will know that I need to listen to others I will know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	<p>Key images/diagrams/additional facts</p> 		



Roo	What would Roo do? Roo can decide what is a big problem or a small problem and thinks of ways in which to sort them out.
Owl	Wise Owl always reflects upon what he does and thinks of ways of improving. He can tell you what he is really good at and what he needs to do to, to become an even wiser owl!
Kanga	Kanga is responsible because she cares for Baby Roo. Kanga always listens well so that she knows exactly what to do.
Piglet	Piglet loves to explore and play. He tries to be brave and is always willing to have a go.
Eeyore	Eeyore always thinks carefully and uses a range of resources. He is a resourceful learner as he uses his imagination and is creative.
comfortable	When you are ok with everything that is going on around you. You feel safe and happy.
uncomfortable	When you are not ok with everything going on around you. You may feel a bit worried, or scared.
Personal Skills	
<ul style="list-style-type: none"> I will be able to recognise what is fair and unfair, kind and unkind, what is right and wrong I will be able to listen to other people and play and work cooperatively (including 	

Emotions



strategies to resolve simple arguments through negotiation)

- I will be able to recognise that their behaviour can affect other people
- I will be able to offer constructive support and feedback to others
- I will be able to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
- I will be able share my opinion on things that matter to me and explain my views through discussions with one other person and the whole class. (ongoing throughout all aspects of school life and PSHE)



The Mead Infant and Nursery School – PSHCE and RSE

TOPIC Knowledge Organiser – Year 1 (Safety and Risks)



What should I already know?

(If they have come up from our school Reception):

- I know how to wash my hands thoroughly
- I know how and when to use a tissue, or my elbow
- I know who should I trust? (safe adults) – people around me – parents, teachers, police, nurses, doctors
- Medicines – I know that only trusted adults must give me medicine
- I know that some household items are not safe for children (chemicals. Appliances etc.)
- I know how to keep safe when I am out and about (holding an adults hand, staying with my adult, choosing safe ways to complete activities, staying away from deep water etc.)
- I know how to safely use an iPads/phones/apps (Smartie the penguin Year R resources)
- I can explain how to keep safe around water (baths, ponds, swimming pools etc.)
- I know how to make healthy choices – food and exercise.

What will I know by the end of Year 1?

- Internet safety recap – Smartie the Penguin- I will know to find an adult if something happens online that I am not sure about.
- I know how I can keep safe in the home with regards to medicines and household products (bleach, cleaning fluids, dishwasher tablets etc.).

Key Questions

What does it mean to be online?
 What should you do if something happens online that you are not expecting?
 Who should you ask for help?
 What are the dangers in your (or someone else's) home, or at school?
 What are medicines? What are chemicals?
 Why are they dangerous to us?
 Who are the emergency services?
 How do we contact the emergency services?
 What do you need to tell them?
 What are the dangers around roads?
 How can we cross a road safely?
 What are the dangers of water?
 How can we stay safe near different types of water?
 Who are safer strangers?
 When should we ask for help?
 What parts of our bodies should we keep just for ourselves (private)?

Key images/diagrams/additional facts

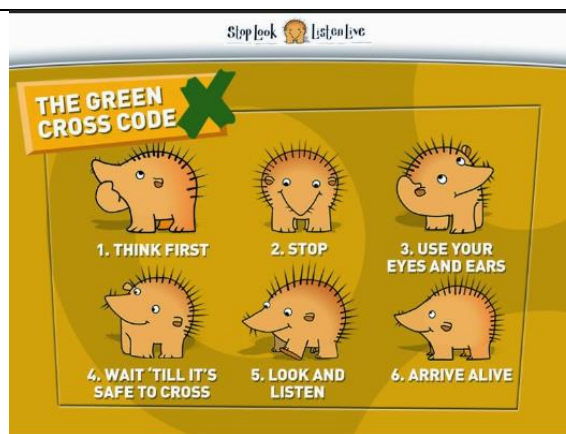


Also DigiDuck's Big Decision www.childnet.com

Key Vocabulary

Online	When we go on the internet and can find information, share ideas and play games. A place where we can talk to others we may, or may not, know.
Medicines	Things that a doctor or chemist give you to help you feel better. You must only take these when given to you by a trusted adult and only when needed. They can make you ill if it wasn't for you, or you didn't need it.
chemicals	Liquids or powders which can sometimes be very dangerous to us as they can cause damage to our bodies.
Safe	Away from harm or danger
Scald	When a very hot liquid burns you.
Road safety	Ways to keep safe when near a road and cars, or crossing roads.
Emergency services	Police, Fire, Ambulance, Coastguard – these are people who can help us when there is a serious emergency.
Underpants rule	That we keep what is under our pants private and just for us.

- I know how to keep safe in my home with regards to stairs, windows, climbing, hot water/cooking/pans/ovens etc.
- I know how to call the emergency services and what to expect when I do.
- I know how to keep safe when I am out with regards to roads.
- I can cross a road safely.
- I know who I can go to if there is a problem when I am out and about. (safer people to approach)
- I know how to keep safe around water (swimming pools, ponds, lakes, rivers and sea).
- I will know the underpants rule.



Personal Skills

- I will be able to get help when I need it.
- I will be able to identify medicines and chemicals.
- I will be about to spot potential dangers in my home and when I am out and about.
- I will be able to choose safer adults to approach for help if I need it.
- I will have the confidence to call for emergency help on 999 if I need it.
- I will be able to safely cross a road with an adult.
- I will make good choices when out and about.
- I will be able share my opinion on things that matter to me and explain my views through discussions with one other person and the whole class. (ongoing throughout all aspects of school life and PSHE)



[https://youtu.be/ SzbMEVYyg](https://youtu.be/SzbMEVYyg) :

The Underpants Rule should be taught explicitly during this unit too. See NSPCC website for details and Pantosaurus.



The Mead Infant and Nursery School – PSHCE

TOPIC Knowledge Organiser – Year 1 (Relationships Education)



What should I already know?

(If they have come up from our school Reception):

- I will be able to say how every day animals that I am familiar with (e.g. Pets) change as they grow?
- I can name a variety of animals and their young.
- I will know have I changed so far since I was born?
- I will be able to state what can I do now that I couldn't do when I was younger?
- I will be able to say ways in which I am different to my friend.
- I will be able to find ways in which I am similar to my friend.

What will I know by the end of Year 1?

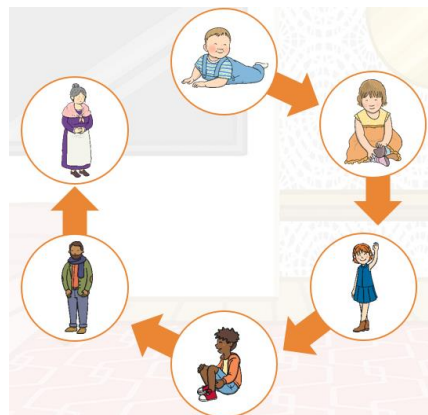
- I can name the parts of my body
- I can explain what my body parts help me do I know that my body is my own and that some parts are private. Link to toilet cubicles etc.
- I can explain the different ways that animals change as they grow – life cycle of human (baby, toddler, child, teenager, adult, elderly), frog – frogspawn, tadpole, froglet, frog (several sessions - see Medway Primary planning lesson 2 on PSHE Association)

Key Questions

How many parts of the body can you name?
Where is each body part?
Which parts of our body should be kept just for us (private)? What is the PANTS rule?
How should we behave when we go in to the toilets?
What is a life cycle?
How has our body changed since we were a baby?
Have your likes and dislikes changed as you've grown?
What were you like when you were a baby?
What were you like when you were a toddler?
What are you like now?
How do you think you might change as you grow older?

How do tadpoles change as they grow older?
What comes next in their life cycle?
How is their body different?

Key images/diagrams/additional facts

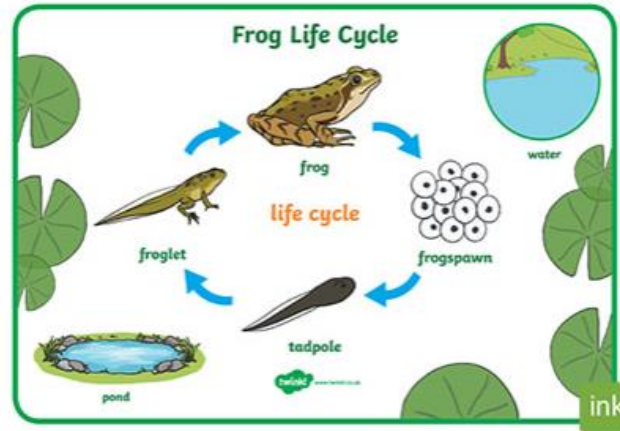


Key Vocabulary





Vulva	the area between a girl's legs, which includes the openings to the vagina and urethra
Vagina	the small opening between a girl's legs – a small tube from the outside to the inside of the body
Urethra	the tiny opening near the vagina of a tiny tube through which "wee" leaves the body
Penis	the spongy tissue that dangles between a boy's legs. Boys urinate "wee" through a tube in their penis (the urethra)
Testicles	two plum shaped "balls" in a squashy bag (the scrotum) behind the penis.


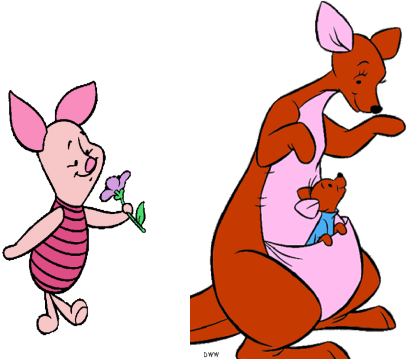
Personal Skills

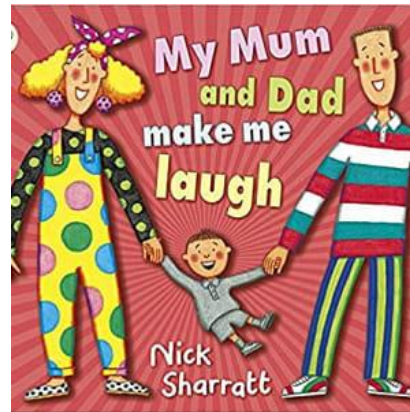
- I will have the confidence to use body part names where needed, to a suitable trusted adult. E.g. where I have hurt myself or I am worried about a situation.
- I will use body part names in a suitable and sensible manner.
- I will use the terms adult and young/baby. I will be able share my opinion on things that matter to me and explain my views through discussions with one other person and the whole class. (ongoing throughout all aspects of school life and PSHE).



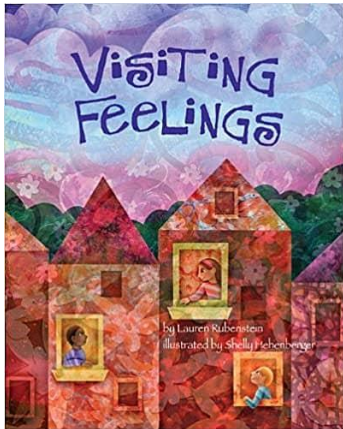
Highlight underpants rule (NSPCC) when teaching external genitalia body part names – these areas of the body are places that we don't usually look at on others, or touch. These are parts of the body which are we keep covered by our underwear and that we have a right to keep private or to ourselves.

The Mead Infant and Nursery School – PSHCE and RSE		The Mead Infant and Nursery School – PSHCE and RSE											
TOPIC Knowledge Organiser – Year 1 (Money)		TOPIC Knowledge Organiser – Year 1 (Money)											
What should I already know? (If they have come up from our school Reception): Not taught specifically in EYFS but there should be an awareness of coins and money from role play areas etc.		Key Vocabulary											
What will I know by the end of Year 1? <ul style="list-style-type: none">I know where money comes fromI know that when we buy things, we spend moneyI can recognise that it’s good to save moneyI know how to keep my money safe (piggy banks, banks, day to day)I can explain that money can buy goods and services and is earned through work.I know that there are many different jobs and that I can work towards them through hard work		<table><tr><td>coins</td><td>Small items that have a value which are used to pay for small value items.</td></tr><tr><td>money</td><td>Money is used to pay for various goods and services.</td></tr><tr><td>save</td><td>To keep some money safe, not spending it, to use for something at a later date.</td></tr><tr><td>job</td><td>Somewhere that you work in return for money (a wage).</td></tr><tr><td>bank</td><td>A place that keeps people’s money safe. They can sometimes lend people money if they want to buy something big – e.g. a house.</td></tr></table>		coins	Small items that have a value which are used to pay for small value items.	money	Money is used to pay for various goods and services.	save	To keep some money safe, not spending it, to use for something at a later date.	job	Somewhere that you work in return for money (a wage).	bank	A place that keeps people’s money safe. They can sometimes lend people money if they want to buy something big – e.g. a house.
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Key Questions What is money? Why do we need money? Where does money come from? What is money used for? What is the difference between something that you want rather than you need? What jobs can you think of? How can we keep our money safe? Why might we want to save our money? How can we get a good job?		Personal Skills <ul style="list-style-type: none">I will be able to say why it might be good to save my money.I might use a piggy bank to save money for something that I would like.I will value money and keep it safe.I will be able use my knowledge to keep my money safe (pocket money, or money that I bring in to school for charity collections etc.)											
Key images/diagrams/additional facts													
<div><p>piggy bank</p></div> <div><p>purse</p></div> <div><p>bank</p></div> <div></div>													

The Mead Infant and Nursery School – PSHCE		The Mead Infant and Nursery School – PSHCE															
TOPIC Knowledge Organiser – Year 1 (Identity)		TOPIC Knowledge Organiser – Year 1 (Identity)															
What should I already know? (If they have come up from our school Reception): <ul style="list-style-type: none">I know that I am uniqueI can say what I like about myselfI can explain how I am like othersI can explain how I am the same as othersI can explain how I am different to others.		Key Questions <p>How are you special? What makes you unique? How are you the same as your friends? How are you different from your friends? Do these differences matter? What makes you feel good about yourself? What should you do if you find something difficult? Why should we try new activities? Who are your special people, and why?</p> Key images/diagrams/additional facts <div></div>		Key Vocabulary <table><tr><td>special</td><td>Something that has value and means something to someone</td></tr><tr><td>unique</td><td>There is only one of them</td></tr><tr><td>differences</td><td>Things that are not the same as another.</td></tr><tr><td>similarities</td><td>Things that are the same or nearly the same as another.</td></tr><tr><td>question</td><td>Something where we want to find out an answer</td></tr><tr><td>respect</td><td>Showing that you care enough about someone else’s feelings to think before you act.</td></tr></table>		special	Something that has value and means something to someone	unique	There is only one of them	differences	Things that are not the same as another.	similarities	Things that are the same or nearly the same as another.	question	Something where we want to find out an answer	respect	Showing that you care enough about someone else’s feelings to think before you act.
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What will I know by the end of Year 1? <ul style="list-style-type: none">I will know and be able to tell you a number of special things about myself.I will be able to identify and respect the differences and similarities between people.I will be able to say what makes me feel good about myself.I will be able to identify and tell you the things I enjoy doing and the things I don’t enjoy doing.I will be able to ask different types of questions to find out about myself and my friends.		Personal Skills <ul style="list-style-type: none">I can tell you how I know I am special.I can accept praise.I enjoy trying out new things.I am beginning to learn from setbacks.I am comfortable talking in a class/group situation.I feel secure asking questions in a class/group situation.I can say what I need.I feel accepted in my class.I can identify and respect the differences and similarities between peopleI can identify my special people (family, friends, carers) what makes them special and how special people should care for one another.															



- I will be able share my opinion on things that matter to me and explain my views through discussions with one other person and the whole class. (ongoing throughout all aspects of school life and PSHE)

The Mead Infant and Nursery School – PSHCE								
TOPIC Knowledge Organiser – Year 1 (Feelings and Friendship)								
<p>What should I already know? (If they have come up from our school Reception):</p> <ul style="list-style-type: none">• I know who looks after me.• I know how to look after my friends (gentle hands, sharing/caring, kind words, helping them to learn)• I know simple ways in which to look after myself (washing my hands, putting toys away, getting dressed, brushing my teeth etc.	<p>Key Questions</p> <p>How are you feeling today? How do you know? What feelings can you name? When do you feel that way? How can you help yourself when you are feeling cross/angry/sad etc.? What would Roo do?</p> <p>Key images/diagrams/additional facts</p> <div></div> <p>All about different feelings.</p> <ul style="list-style-type: none">• Elmer by David McKee• Giraffe is Left Out by Sue Graves• DandyLion by Lizzie Finlay <p><i>(books to explore feelings and kindness)</i></p>	<p>Key Vocabulary</p> <table><tr><td>emotion</td><td>Something that you feel in your body and your mind – happy,</td></tr><tr><td>small problems</td><td><ul style="list-style-type: none">• not sharing• friendships, having a ‘best friend’• pushing in line• using a loud voice• taking things from each other• laughing at each other unkindly• being too rough• bossiness• understanding the difference between accidents and ‘on purpose’.• name calling</td></tr><tr><td>big problems</td><td>Persistent name calling, threats, hurting each other, playing unfairly, certain children being targeted – any of the small problems being done consistently.</td></tr></table>	emotion	Something that you feel in your body and your mind – happy,	small problems	<ul style="list-style-type: none">• not sharing• friendships, having a ‘best friend’• pushing in line• using a loud voice• taking things from each other• laughing at each other unkindly• being too rough• bossiness• understanding the difference between accidents and ‘on purpose’.• name calling	big problems	Persistent name calling, threats, hurting each other, playing unfairly, certain children being targeted – any of the small problems being done consistently.
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<p>What will I know by the end of Year 1?</p> <ul style="list-style-type: none">• I can identify a range of feelings – happiness, sadness, jealousy, anger, excitement, shock, loneliness, boredom.• How can I manage my feelings? (What would Roo do?) What are the big problems? What are the small problems?								



Personal Skills

- I can explain how I feel when I succeed in a challenge.
- I can use a variety of techniques to deal with anger, including my yoga techniques when I am angry or frustrated.
- I can think of ways to make others feel good about themselves.
- I will be able share my opinion on things that matter to me and explain my views through discussions with one other person and the whole class. (ongoing throughout all aspects of school life and PSHE)