The Mead Infant and Nursery School – PSHCE

TOPIC Knowledge Organiser – Year R (Responsibilities and Rights)

What should I already know?

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

- 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.

What will I know by the end of Year ?

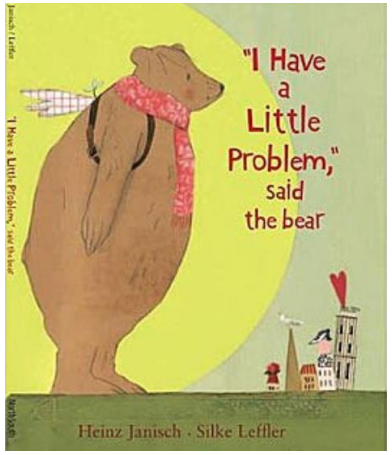
- I will know that I need to listen to different people.
- I will be able to sit for a short length of time.
- I will be able to work with a friend.
- I will know that I can get hurt in different ways.

Key Questions

Why is it important to listen?
What might happen I f we don't listen?
Who do we need to listen to?

How can our bodies get hurt?
What happens when our body is hurt or injured?
How else can we be hurt (feelings?) ?

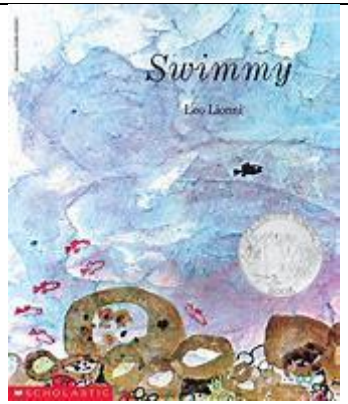
Key images/diagrams/additional facts



the importance of listening

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
Work with	To work on an idea with a friend, sharing your ideas and doing it together



Working together to solve a problem – there area online read versions on YouTube etc.

I know that I can get hurt – cover feelings as well as physical injuries.

Personal Skills

- I will be able to share an idea with a friend.
- I will come up with ideas of my own.
- I will be able to work on a shared project or idea.
- I will ask my friend questions and listen to them.
- We will work together as a team.

- I will know how I can be hurt.
- I will know that feelings can be hurt as well as my body.
- I will know where to go and get help.
- I will be a brave Piglet.

- I will be able to sit for a short carpet teaching time during the school day.
- I will be able to show that I am paying attention by looking at the teacher and sitting still.

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TOPIC Knowledge Organiser – Year R (Safety and Risks)

What should I already know?

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

- 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.

What will I know by the end of Year R?

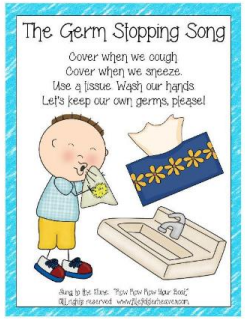
I know how to wash my hands thoroughly
I know how and when to use a tissue, or my elbow
I know who should I trust? (safe adults) – people around me – parents, teachers, police, nurses, doctors
Medicines – I know that only trusted adults must give me medicine
I know that some household items are not safe 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

Key Questions

Why is it important to wash our hands?
How can we make sure our hands are clean?
Why is it important to use a tissue, or our elbow when we sneeze?
What is a problem?
Who would you go to for help if you had a problem?
Where are there dangers in your home?
What are medicines? What do they look like?
How can we stay safe outside of our homes?
Where is the internet?
How can you stay safe when using the internet?
Why is water dangerous? How can we stay safe around water?
Which foods are healthy?
How can we keep our bodies healthy?

Key images/diagrams/additional facts

https://youtu.be/aGJNspLRdrc - NHS handwashing video (no words, just video and happy birthday music)
https://youtu.be/DJD9zPv2NmM (The Wiggles handwashing song and video)

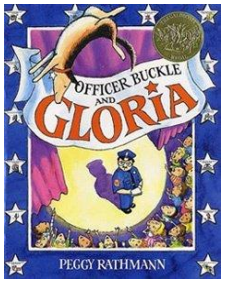


Key Vocabulary

wash	To get rid of germs and bugs on our bodies or other items.
tissue	A piece of soft paper which can be used to clean our body, or to catch a sneeze or cough in.
clean	Free from germs or dirt.
problem	Something that you need to work out the answer to
Danger(ous)	Something that could cause you harm or to get hurt/ill.
safe	Free form harm or danger
medicine	A liquid or tablet that a trusted adult might give us if we are unwell or
trusted adult	Someone who we can turn to for help, who will keep us safe.
Internet	A place where information is stored and shared, where we can play games and find out things.
healthy	Something that keeps our bodies working well and free from harm to any part of it. To have our bodies working as well as they possibly can.
risk	A time where you put yourself, or someone else, in a situation where they might get hurt (their feelings or their body)

https://www.internetmatters.org/advice/0-5/ - parents online safety info for EYFS (with guidelines)

Available online to print out via the www.childnet.com website.



(American book but easily useable in UK with discussion – day to day safety in a funny way)

Personal Skills

- I will be able to wash my hands in a safe and thorough manner.
- I will be able to use a tissue, or my elbow, to sneeze or cough into.
- I will be able to identify safe and unsafe things in my home.
- I will not touch, or do, unsafe things.
- I will be able to stay safe when I'm out of the house.
- I will be able to approach a trusted adult for help.
- I will know simple ways to stay safe online.
- I will be able to identify 3 ways that I can keep my body healthy. (e.g. sleep, exercise, healthier food choices)

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TOPIC Knowledge Organiser – Year R (Goals)

What should I already know?

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

- 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.

What will I know by the end of Year R ?

- I will know what being an owl is.
- I will be able to say what I have done well?
- I will be able to say what could be even better next time?
- I will be able to identify things that I should challenge myself to learn next, with adult support?
- I can set a goal with adult support.

Key Questions

What is Owl like?
How can we be like Owl?
What have you done well?
How could it be even better next time?
Are you a Tigger?
What is Tigger like?
Why do we need to be like Tigger and Owl?

Key images/diagrams/additional facts

Key Vocabulary

Owl	Owl is a good thinker who can look back on the things that he has done. He can say what went well, and what could be even better.
Even better if	Something that you could make better next time you were to have a go at this job or activity.
Tigger	Tigger always keeps on going, and never gives up. He tries and tries and tries.
Goal	Something that I would like to be able to do.
succeed	To have done what I set out to do at the beginning of an activity.

Personal Skills

- **I will be able to be an Owl, with the help of an adult that I trust.**
- **I will be able to show that I can be a Tigger and keep trying at an activity that I find tricky.**
- **I will be able to say what I want to be able to do next, with the support of a trusted adult.**

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TOPIC Knowledge Organiser – Year R (Relationships Education)

What should I already know?

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

- 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.

What will I know by the end of Year R?

- 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.

Key Questions

Which things can grow and which cannot?
Can you name adult animals and the name of their babies?
What did you look like when you were born?
What do you look like now?
What could you do when you were born?
What can you do now?
How have you changed since you were a baby?
How are you like your friend?
What makes you different?
Why is it important that we are all different?
What makes you special?

Key images/diagrams/additional facts

Use of anatomically correct dolls – recap or introduce depending on whether they have covered previously in our Nursery, or if they were withdrawn from lesson.

Key Vocabulary

grow	To get bigger and older; some features may change
change	To be different than it was before
baby	The young of something – an animal or plant
Adult	The grown up version of the baby. The adult can have young, or 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

Personal Skills

- I will be able to find adults and their babies and say what is the same or different.
- I will be able to speak about the changes I have gone through, to a trusted adult.
- I will be able to tell my friends how we are the same, and how we are different.
- I will be happy talking to different people, adults and children, in my class.
- I will be able to say no to people if I am unhappy with something.

	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.**	• 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.

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TOPIC Knowledge Organiser – Year R (Identity)

What should I already know?

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

(Not covered specifically in Nursery, although incidental discussions will always take place).

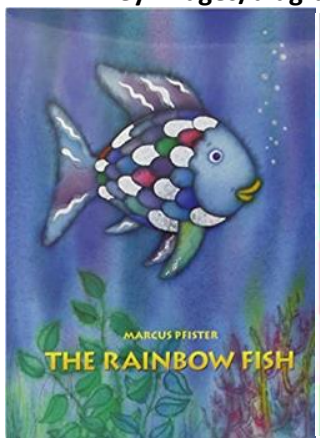
What will I know by the end of Year R?

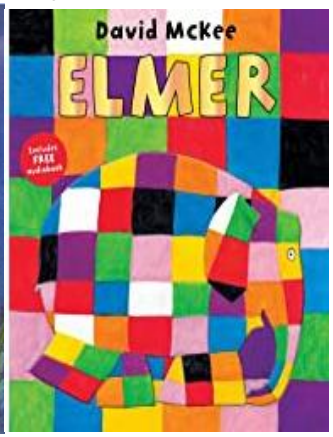
- I will know that I am unique, and there is only one me.
- I can say what I like about myself
- I will be able to explain how I am like others
- I will be able to explain how I am the same as others
- I will be able to explain how I am different to others.
- I will know that it is ok to be different others as this makes me special.

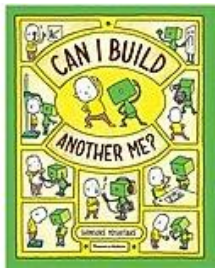
Key Questions

Who are you?
Tell me about yourself?
What do you like? Why?
What do you not like? Why?
How are you like the other people in our class?
How are you different to other people in our class?
What do you think unique means?
Why are you special?

Key images/diagrams/additional facts







Key Vocabulary

unique	Only one of something, whether a person, other living thing, or object.
special	Something that should be valued and looked after carefully
Same	Things that we have in common with others, that might look the same, feel the same, act the same etc.
different	Things that make us seem different to others; e.g. looks, likes, dislikes, ways we behave etc.

Personal Skills

- I will be able to say what I am good at.
- I will be an Owl and be able to say what I need to work on.
- I will be able to explain to a friend and an adult how I am the same as someone else.
- I will be able to explain to a friend and an adult, how I am different to someone else.
- I will be able to say what makes me unique.

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TOPIC Knowledge Organiser – Year R (Feelings and Friendship)

What should I already know?

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

- I will be able to name a feeling – e.g. happy, sad, and 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.

What will I know by the end of Year R?

- I will know who looks after me.
- I will know how to look after my friends (gentle hands, sharing/caring, kind words, helping them to learn)
- I will know simple ways in which to look after myself (washing my hands, putting toys away, getting dressed, brushing my teeth etc.)

Key Questions

Who looks after you?
What do they do that helps look after you?
Are the only people who look after you, at home?
Who else cares for you?
How can you look after yourself?
What can you do to help?
How can you look after others?
How can we look after each other's feelings?

Key images/diagrams/additional facts

Key Vocabulary

look after	To care for something else, whether living or non-living.
gentle	To use soft touch
sharing	To allow others to use, or play with, something that I am also using.
Kind words	Words which make others feel good about themselves, words that I would like to hear from others.
Put things away	To put things back where they belong, where they live
Wash	To clean away germs and dirt from my body so that I am clean.
Get dressed	To put our clothes on at the beginning of the day, or after changing e.g. for swimming or PE etc.
Brush my teeth	To clean away all the germs and food from my teeth after eating. I should do this two times a day for at least two minutes each time.

Personal Skills

- I will know the names of the people who look after me.
- I will use only kind words, and actions for the majority of the time, both at home and school.
- I will be able to dress myself before and after PE lessons in school.
- I will tidy away after I have used something.

		• I will make sure I brush my teeth, with adult help, in the morning and before I go to bed. • I will work as part of a team to keep everyone safe in class. • I will be able to wash my hands after going to the toilet and before I eat.