

1decision PSHE Knowledge Organiser

Module: Keeping/Staying Safe

Topic: Baseline Assessment and Cycle Safety

Cycle
B

Key Facts

- Families are important for children growing up because they can give love, security and stability
- It is important to respond safely and appropriately to people who you do not know very well

By the end of these topics, I should:

- identify strategies we can use to keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident
- identify what is a risky choice
- create a set of rules for and identify ways of keeping safe

Ask me a question!

- How can we keep safe at home, at school, and in the community?
- How can we stay safe when riding a bike?



I will learn the following new words/phrases:

Statement	Something someone says or writes officially.
Opinion	A thought or belief about someone or something. An opinion is not necessarily based on facts.
Fact	Something known or proved to be true.
Strategies	A plan put in place to achieve a goal.
Junction	A point where two or more things are joined.
Cycle safety	The use of road traffic safety practices to reduce risk associated with cycling.



1decision PSHE Knowledge Organiser

Module: Keeping/Staying Healthy

Topic: Baseline Assessment and Healthy Living

Cycle
B

Key Facts

- Mental wellbeing is a normal part of daily life, in the same way as physical health
- It is important to build regular exercise into daily and weekly routine, for example: walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- A lack of sleep can affect weight, mood and ability to learn

I will learn the following new words/phrases:

Lifestyle	<i>The way a person or group of people live.</i>
Balanced diet	<i>A diet that includes a variety of different types of food to help you get the nutrients you need.</i>
Blood pressure	<i>Measures how the heart pumps blood around the body.</i>
Saturated fat	<i>A type of fat found in meat and other animal products, such as butter and cheese.</i>
Vital organs	<i>The main organs inside the body, such as the heart, lungs, and brain. It is important to keep these healthy.</i>
Mind map	<i>A diagram, often drawn on paper, to present your ideas.</i>
Food chart	<i>A chart that can be used to see how many servings of each food should be eaten each day.</i>
Carbohydrates	<i>Substances, found in certain kinds of food, that provide you with energy.</i>
Protein	<i>A nutrient which builds, maintains, and replaces the tissues in your body.</i>
Calorie	<i>A unit of energy that can be found in food.</i>



By the end of these topics, I should:

- explain what is meant by a balanced diet and plan a balanced meal
- recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older
- understand nutritional information on packaged food and explain what it means
- describe different ways to maintain a healthy lifestyle

Ask me a question!

- What different types of food do our bodies need to stay healthy and grow?
- How can we stay healthy?
- How can you encourage others to stay healthy?





Key Facts

- It is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them
- It is important to seek help or advice if a relationship is making you feel unsafe or unhappy
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to understand how to report concerns or abuse
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

Ask me a question!

- What types of relationships are there?
- What can make a relationship healthy or unhealthy?
- What is the difference between secrets and surprises?
- How could you help someone who feels uncomfortable in a relationship?

I will learn the following new words/phrases:

Nervous	<i>Being fearful, worried, or concerned about someone or an event.</i>
Scared	<i>Feeling fearful or frightened.</i>
Inappropriate	<i>Not right for or suited to the situation or purpose. Not appropriate.</i>
Connection	<i>The act of joining or being joined to something else.</i>
Civil partnership	<i>A civil partnership is a legal relationship which can be registered by two people who aren't related to each other.</i>
Marriage	<i>A formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally.</i>

By the end of these topics, I should:

- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

1decision PSHE Knowledge Organiser

Module: Being Responsible

Topic: Baseline Assessment and Coming Home on Time



Cycle
B

Key Facts

- The characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- It is important to give and seek permission in relationships with friends, peers, and adults

I will learn the following new words/phrases:

Punctual	Arriving or doing something at the correct time, not late.
Responsible	To have control or be in charge of something. Capable of being trusted.
Irresponsible	Not thinking enough or not worrying about the possible results of what you do.
Appointment	An arrangement to meet someone at a particular time and place.

By the end of these topics, I should:

- recognise the importance of behaving in a responsible manner in a range of situations
- describe a range of situations where being on time is important
- explain the importance of having rules in the home
- describe ways that behaviour can be seen to be sensible and responsible

Ask me a question!

- How can we be responsible at home, at school, and in the community?
- Why do we have rules?
- Why is it important to be on time?



1decision PSHE Knowledge Organiser

Module: Feelings and Emotions

Topic: Baseline Assessment and Jealousy



Cycle
B

Key Facts

- There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- Mental wellbeing is a normal part of daily life, in the same way as physical health

I will learn the following new words/phrases:

Feelings	Emotions, such as love, anger, joy and fear.
Emotions	Strong feelings.
Physical health	The well-being and overall condition of your body.
Mental health	Emotional, psychological, and social well-being.
Strategies	A plan of action designed to achieve a long-term or overall aim.

By the end of these topics, I should:

- recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good
- describe how we can support others who feel lonely, jealous, or upset
- recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people
- demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy

Ask me a question!

- Who can help us if we feel worried about ourselves or someone else?
- How can you manage the feeling of jealousy?
- If someone you know is experiencing jealousy, how could you help them?
- Can you name some benefits of having different types of friends?





Key Facts

- It is important to consider your online friendships and sources of information
- People sometimes behave differently online, including by pretending to be someone they are not
- Limiting the amount of time spent online has many benefits for your mental and physical health

By the end of these topics, I should:

- recognise the key values that are important in positive online relationships
- identify the feelings and emotions that may arise from online bullying
- develop coping strategies to use if we or someone we know is being bullied online
- identify how and who to ask for help

Ask me a question!

- What are the positives and negatives of using computers and being online?
- How can you keep yourself and others safe online?
- If someone you know is being bullied online, what could you do?

I will learn the following new words/phrases:

Online relationship	A relationship between people who have met online, and in many cases know each other only via the Internet.
Online bullying	Bullying which takes place over digital devices, such as phones, tablets, and computers.
Offensive	Causing someone to feel upset or annoyed.
Insulting	Something that is rude, offensive, or disrespectful.
Rude	Not polite or kind.
Device	A piece of portable electronic equipment that can connect to the internet, such as a smartphone, tablet, or laptop computer.
Posting	A piece of writing, image, or other item of content published online.
False content	Content published online that is false or misleading.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
Rumours	A story or statement that is being passed around without confirmation that the information is true.



Key Facts

- For a healthy family life, it is important to care for, protect, and spend time with each other
- There are benefits to physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness

By the end of these topics, I should:

- identify ways in which we can help those who look after us
- explain the positive impact of our actions
- describe the ways in which we can contribute to our home, school, and community
- identify the skills we may need in our future job roles

Ask me a question!

- How can we support society, our community, and our family/friends?
- What chores could you be responsible for at home?
- Can you name any skills that may be required for a future job role?

I will learn the following new words/phrases:

Income tax	An employee will pay a percentage of their wages to the government.
VAT	An amount added to items purchased.
Contribution	Something you give or do that helps achieve an end result.
HM Revenue and Customs	The UK's tax, payments and customs authority.
Society	A group of people living as a community.
Chore	Everyday work around a house or farm.
Independence	Not influenced or controlled by others.
Self-motivation	Able and willing to work without being told what to do.
Apprenticeship	An arrangement in which someone learns an art, trade, or job under another.
Volunteer	A person who does something, especially helping other people, willingly and without being forced or paid to do.
Stereotype	A set idea that people have about what something or someone is like.



Key Facts

- Other people's families, either in school or in the wider world, sometimes look different from your family, but you should respect those differences and know that other children's families are also characterised by love and care
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others
- It is important to have manners and be courteous
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

I will learn the following new words/phrases:

Judgement	<i>The ability to judge, make a decision, or form an opinion of someone or something.</i>
Equality	<i>All members of a society, group, or family have equal status, rights, and responsibilities.</i>
Diversity	<i>An understanding that people are unique and can exist together in a group.</i>
Cohesion	<i>Everyone fits together well and works as a whole.</i>
Barrier	<i>A circumstance or obstacle that keeps people or things apart or prevents communication or progress.</i>
Attributes	<i>A quality or feature of a person or thing.</i>
Similarities	<i>A similar feature or aspect.</i>
Differences	<i>A point or way in which people or things are not the same.</i>
Disability	<i>A physical or mental condition that limits a person's movements, senses, or activities.</i>
Polite	<i>Having or showing behaviour that is respectful and considerate of other people.</i>
Courteous	<i>Polite, respectful, or considerate in manner.</i>
Respectful	<i>Feeling or showing respect.</i>

Ask me a question!

- What kind of judgements or opinions might prevent the community from working together?
- How can we respect ourselves and others?

By the end of these topics, I should:

- recognise positive attributes in others
- explain why being different is okay
- recognise your own strengths and goals, and understand that these may be different from those around you
- identify some of the ways we can overcome barriers and promote equality

1decision PSHE Knowledge Organiser

Module: First Aid

Topic: Baseline Assessment and First Aid



Cycle
B

Key Facts

- It is important to know how to make a clear and efficient call to emergency services, if necessary.
- Understanding the basic concepts of first aid and how to deal with common injuries can be.

By the end of these topics, I should:

- identify and name situations that may require first aid
- list reasons why someone may struggle to breathe
- identify the signs of an asthma attack or choking
- identify the signs of an allergic reaction and anaphylactic shock
- understand the correct steps for seeking immediate emergency help
- provide first aid treatment to someone who is struggling to breathe

Ask me a question!

- What could trigger an asthma attack?
- How could you help someone who is choking?
- What is an epi-pen?

I will learn the following new words/phrases:

Treatment	<i>Medical care given to a patient for an illness or injury.</i>
Emergency	<i>A serious, unexpected, and often dangerous situation requiring immediate action.</i>
Severe	<i>Very bad, serious, or unpleasant.</i>
Clinical Advisor	<i>A person responsible for the assessment of health and clinical needs.</i>
Life-threatening	<i>Capable of causing death.</i>
Conscious	<i>Awake, aware of what is happening around you, and able to think.</i>
Asthma	<i>A common lung condition that causes occasional breathing difficulties.</i>
Anaphylaxis	<i>A severe and potentially life-threatening reaction to a trigger such as an allergy.</i>
Allergic	<i>Having an allergy to a substance.</i>
Prescribed	<i>To officially advise someone to use a medicine or treatment.</i>
Obstruction	<i>Something that gets in the way, sticks out, or blocks passage.</i>