



## Key Facts

- It is important to recognise who to trust and who not to trust and to be able to judge when a friendship is making you feel unhappy or uncomfortable
- It is important to understand how to ask for advice or help for yourself or others, and to keep trying until you are heard
- There are many places to seek advice, e.g. family, school and/or other sources

## By the end of these topics, I should:

- identify a range of danger signs
- develop and name strategies that can help keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident

## Ask me a question!

- Why should we take notice of warning/danger signs?
- How can we keep safe at home, at school, and in the community?
- How can we stay safe around open water, such as a river or a lake?

## I will learn the following new words/phrases:

<b>Danger</b>	<i>Likely to cause harm or injury. Something that is not safe.</i>
<b>Consequences</b>	<i>A result or effect, often one that is unpleasant.</i>
<b>Water safety</b>	<i>The procedures, precautions and policies associated with safety in, on, and around bodies of water</i>
<b>Water pollution</b>	<i>When harmful substances contaminate a stream, river, lake, ocean.</i>
<b>Hidden currents</b>	<i>A constant flow of water in the ocean.</i>
<b>Warning flags</b>	<i>A flag used to identify or draw attention to a problem or issue to be dealt with.</i>





## Key Facts

- There are associated risks with legal and illegal harmful substances, such as smoking, alcohol use and drug-taking
- Mental wellbeing is a normal part of daily life, in the same way as physical health
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

## By the end of these topics, I should:

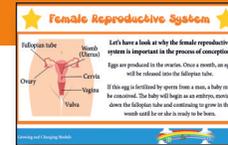
- identify what is a risky choice
- identify the risks associated with alcohol (+ drugs - extension)
- describe how alcohol can affect your immediate and future health
- develop and recognise skills and strategies to keep safe

## Ask me a question!

- What affects can alcohol have on your body?
- If you or anyone you know is struggling with a mental health issue, what could you do?
- Extension lesson question - what affects can drugs have on your body?

## I will learn the following new words/phrases:

<b>Alcohol</b>	<i>A chemical called ethanol that is found in alcoholic drinks.</i>
<b>Ethanol</b>	<i>A chemical compound that is a type of alcohol.</i>
<b>Fermentation</b>	<i>A chemical change that happens in vegetable and animal substances.</i>
<b>Unit</b>	<i>A way to tell how strong your drink is.</i>
<b>Legal age limit</b>	<i>An age under or over which something can or cannot be done.</i>
<b>Alcohol poisoning</b>	<i>When a person drinks a toxic amount of alcohol.</i>
<b>Extension Lesson Vocabulary</b>	
<b>Cannabis</b>	<i>A drug that comes from a plant.</i>
<b>Illegal drugs</b>	<i>Drugs which a person is not allowed to own or use.</i>
<b>Mental illness</b>	<i>Health conditions involving changes in thinking, emotion or behaviour.</i>
<b>Criminal offence</b>	<i>The act of breaking a law or rule or doing something wrong.</i>
<b>Substances</b>	<i>The material, or matter, of which something is made.</i>



### Key Facts

- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- Others 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 for them

### By the end of these topics, I should:

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

### Ask me a question!

- Can you name at least three parts of the female reproductive system?
- Can you name at least three parts of the male reproductive system?
- What is the legal age of consent to have sex?
- Can you talk about the different stages of pregnancy?

### I will learn the following new words/phrases:

<b>Conception</b>	<i>The process of conceiving a baby.</i>
<b>Reproduction</b>	<i>The process by which living things create young or offspring.</i>
<b>Consent</b>	<i>To express willingness or approval.</i>
<b>Conceived</b>	<i>The fertilising of an egg by a sperm; beginning of pregnancy.</i>
<b>Caesarean</b>	<i>The surgical delivery of a baby that involves making incisions in the mother's abdominal wall and uterus.</i>
<b>Foreskin</b>	<i>A retractable fold of skin that covers the glans of the penis.</i>
<b>Cervix</b>	<i>The lower part of the uterus that opens into the vagina.</i>
<b>Womb (uterus)</b>	<i>Where a foetus, or baby, grows.</i>
<b>Urethra</b>	<i>The tube that carries urine from the bladder out of the body.</i>
<b>Fertilised</b>	<i>When a male's sperm enters a female's egg.</i>
<b>IVF</b>	<i>Fertilising an egg outside the body, in a laboratory dish, and then implanting it in a woman's uterus.</i>



### 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:

<b>Consent</b>	To give permission or approval, to agree.
<b>Possession</b>	The condition of having or owning something.
<b>Permission</b>	Approval to do something.
<b>Trust</b>	Firm belief in the reliability, truth, or ability of someone or something.
<b>Borrowing</b>	When you take and use something that belongs to someone else, with their permission. After using it, you return it.
<b>Stealing</b>	When you take something from someone without permission and do not intend to return it.
<b>Responsible</b>	Having good judgement and the ability to act correctly and make decisions on your own.
<b>Irresponsible</b>	Not thinking enough or not worrying about the possible results of what you do.

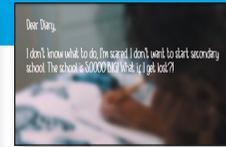
### By the end of these topics, I should:

- explain what consent means
- recognise the importance of being honest and not stealing
- explain why it is important to have a trusting relationship between friends and family
- identify how making some choices can impact others' lives in a negative way

### Ask me a question!

- What are the differences between borrowing and stealing?
- Can you describe the meaning of consent?
- Can you explain a time where you may need to seek permission?





## Key Facts

- Families are important for children growing up because they can give love, security and stability
- 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
- It is important to judge whether what you are feeling and how you are behaving is appropriate and proportionate
- Mental wellbeing is a normal part of daily life, in the same way as physical health

## I will learn the following new words/phrases:

<b>Worry</b>	To feel anxious or troubled over actual or potential problems.
<b>Anxious</b>	Feeling worried, nervous, or afraid about something certain or uncertain.
<b>Troubled</b>	Having problems or difficulties. Feeling nervous or worried.
<b>Positive action</b>	Doing something that results in a good or beneficial outcome
<b>Prepare for change</b>	To make or get ready for something different.
<b>Mindfulness</b>	Slowing down to really notice what you're doing.
<b>Strategies</b>	A plan, method, or series of actions meant to perform a particular goal or effect.
<b>Managing emotions</b>	To look after and make decisions about your feelings.

## By the end of these topics, I should:

- recognise our thoughts, feelings, and emotions
- identify how we can reduce our feeling of worry
- explain how we can support others who feel worried
- recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people

## Ask me a question!

- How can you manage feelings of worry?
- If someone you know is feeling worried, what could you do to help?
- Who could you talk to to help you manage a difficult emotion?





## 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
- Some social media sites, computer games and online games are age restricted
- It is important to know how to respond safely and appropriately to adults you may encounter (in all contexts, including online) whom you do not know

## I will learn the following new words/phrases:

Application	A program or piece of software, mostly found on smartphones and tablets.
Pretending	To behave as if something is true when you know that it is not.
Age restriction	An age under or over which something can or cannot be done.
Online activity	Activities performed on and data available on the Internet.
Social media sites	An online platform which people use to build social networks or social relationships with other people.
Password	A secret word or phrase that must be used to gain admission to a place.

## By the end of these topics, I should:

- list the key applications that we may use now and in the future
- know and understand why some applications have age restrictions
- identify ways to keep yourself and others safe in a range of situations online and offline
- recognise that people may not always be who they say they are online

## Ask me a question!

- Why are there age restrictions on certain apps and games?
- How can we keep ourselves safe online?
- If you were worried about someone else's online activity, what could you do?
- If you wanted to meet an online friend in real life, how could you make sure you were safe?





### Key Facts

- It is important to give and seek permission in relationships with friends, peers, and adults
- Some social media sites, computer games and online games are age restricted

### By the end of these topics, I should:

- know and understand various money-related terms
- recognise some of the ways in which we can spend money via technology
- describe the potential impact of spending money without permission
- identify strategies to save money

### Ask me a question!

- How can we spend money?
- How can you help your family save money?
- Can you explain how we can spend money via technology?

### I will learn the following new words/phrases:

<b>Bank account</b>	<i>An arrangement that allows you to keep your money in a bank.</i>
<b>Loan</b>	<i>An amount of money that you borrow and pay back with interest.</i>
<b>Tax</b>	<i>An amount of money you pay to the government.</i>
<b>Interest</b>	<i>You can earn a certain amount of money back when you save. Or if you have borrowed money, you may have to pay interest back.</i>
<b>Debit card</b>	<i>A small plastic card that allows the holder to spend their own money on goods and services.</i>
<b>Credit card</b>	<i>A small plastic card that allows the holder to borrow money to purchase goods or services and pay for them at a later date.</i>
<b>Wages</b>	<i>The amount of money your employer pays you.</i>
<b>Debt</b>	<i>An amount of money that you owe someone or something, such as a bank.</i>
<b>In-app purchases</b>	<i>Extra content or subscriptions that you buy inside an app.</i>
<b>Budget</b>	<i>To plan to spend money for a particular purpose.</i>
<b>Comparison</b>	<i>The act of showing that something is similar or equal to something else.</i>
<b>Fairtrade</b>	<i>A product with the FAIRTRADE Mark means producers and businesses have met internationally agreed standards which have been independently certified.</i>
<b>Gambling</b>	<i>The activity or practice of playing at a game of chance for money or other stakes.</i>



### Key Facts

- It is important to respect others, even when they are very different from you (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Stereotypes can be unfair, negative or destructive

### Ask me a question!

- Can you name any of the British values?
- Can you name one of your class/school values?
- How can we challenge stereotypes?

### I will learn the following new words/phrases:

Democracy	<i>We all have equal rights. Everyone has a voice and should be listened to.</i>
Rule of Law	<i>We should know what is right and wrong and behave within the boundaries of the law.</i>
Individual Liberty	<i>We are free to be ourselves.</i>
Mutual Respect	<i>We have a right to be respected for our choices. I know my actions affect others.</i>
Tolerance of those with different faiths and beliefs	<i>We should treat others as we want to be treated. All people are included, whatever their faith.</i>
Stereotype	<i>A set idea that people have about something or someone is like.</i>
British values	<i>A government initiative to teach students the values of democracy, the rule of law, individual liberty and mutual respect and tolerance.</i>
Cohesion	<i>Everyone fits together well and works as a whole.</i>
Equal rights	<i>The concept that every person is to be treated equally by the law.</i>



### By the end of these topics, I should:

- understand that there are a wide range of religions and beliefs in the UK
- explain each of the British values
- create a range of values for your educational setting
- explain how all religions can live in cohesion



## 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 a range of situations that may require first aid
- understand how to support someone with a minor or serious head injury
- understand how to support someone who is having a seizure
- understand how to support someone with a severe bleed
- know when to call for medical help

## I will learn the following new words/phrases:

Minor	<i>Lesser in importance, seriousness, or significance.</i>
Seizure	<i>A sudden, uncontrolled electrical disturbance in the brain.</i>
Nauseous	<i>To feel sick in your stomach, as if you might vomit.</i>
Incident	<i>An event or occurrence.</i>

## Ask me a question!

- How could you spot a head injury?
- What could you do if someone was bleeding severely?
- If somebody is having a seizure, when should you call 999?



# 1decision PSHE Knowledge Organiser

## Module: First Aid

### Topic: First Aid - Year 6 (Part 2) and Summative Assessment



Year  
6

## 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 a range of situations that may require first aid
- understand how to support someone with a minor burn or scald
- understand how to support someone who is having a heart attack
- understand how to support someone with a fractured bone
- know when to call for medical help

## I will learn the following new words/phrases:

Minor	<i>Lesser in importance, seriousness, or significance.</i>
Seizure	<i>A sudden, uncontrolled electrical disturbance in the brain.</i>
Nauseous	<i>To feel sick in your stomach, as if you might vomit.</i>
Incident	<i>An event or occurrence.</i>

## Ask me a question!

- What should you do if you believe someone is having a heart attack?
- How could you treat a minor burn or scald?
- How could you spot a broken/fractured bone?

