

1decision PSHE Knowledge Organiser

Module: Keeping/Staying Safe

Topic: Tying Shoelaces



Year
2

Key Facts

- For a healthy family life, it is important to care for, protect, and spend time with each other

By the end of these topics, I should:

- Know the reasons to make sure your laces are tied
- Learn how to tie up laces properly
- Know rules to keep yourself and others safe
- Understand the differences between safe and risky choices

Ask me a question!

- What could happen if we did not tie our shoelaces or fasten our shoes correctly?
- Can you list some rules to help keep us safe?
- Can you think of any situations where rushing or being impatient could cause an accident?

I will learn the following new words/phrases:

| | |
|----------|--|
| Laces | A cord or leather strip used to fasten a shoe. |
| Buckle | A flat, rectangular frame with a pin used to fasten a shoe or belt. |
| Velcro | Two pieces of cloth that stick together used to fasten clothes, bags, shoes etc. |
| Accident | An event that happens by chance. |
| Rules | An instruction which tells you what you are allowed or are not allowed to do. |
| Unsafe | Not safe; dangerous. |



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Module: Keeping/Staying Healthy

Topic: Healthy Eating and Brushing Teeth

Year
2



Key Facts

- There are risks associated with an inactive lifestyle and a poor diet, such as obesity and tooth decay
- There are many benefits of good oral hygiene, including dental flossing and regular check-ups at the dentist

By the end of these topics, I should:

- know that food is needed for our bodies to be healthy and to grow
- understand that some foods are better for good health than others
- be able to list different types of healthy food
- understand how to keep yourself and others healthy
- know the differences between healthy and unhealthy choices
- understand why we need to brush our teeth
- be able to practise brushing your teeth
- know the differences between healthy and unhealthy choices
- be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy

I will learn the following new words/phrases:

| | |
|----------------------|---|
| Ingredients | Items that are used to make food, a product, etc. |
| Energy | The power and ability to be physically and mentally active. |
| Repair | To put something that is damaged, broken, or not working correctly, back into good condition. |
| Vitamins | A group of natural substances that are necessary in small amounts for the growth and good health of the body. |
| Natural | Derived from nature; not made or caused by humankind. |
| Saturated fat | A type of fat found in meat, eggs, milk, cheese, etc |
| Decay | To become gradually damaged, worse, or less |

Ask me a question!

- What foods keep us healthy?
- Why do we need food?
- Why is it important to brush our teeth?





Key Facts

- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- It is important to take time to judge whether what you are feeling and how you are behaving is appropriate and proportionate
- healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

By the end of these topics, I should:

- be able to name a range of feelings
- understand why we should care about other people's feelings
- be able to see and understand bullying behaviours
- know how to cope with these bullying behaviours
- be able to recognise and name a range of feelings
- understand that feelings can be shown without words
- be able to see a situation from another person's point of view
- understand why it is important to care about other people's feelings

I will learn the following new words/phrases:

| | |
|----------------------|---|
| Bullying | <i>A repeated aggressive or unkind behaviour.</i> |
| Mean | <i>Unkind, spiteful, or unfair.</i> |
| Describe | <i>To say or write what someone or something is like.</i> |
| Teasing | <i>To laugh at someone or say unkind things about them.</i> |
| Threatening | <i>Expressing a threat of something unpleasant or violent.</i> |
| Advice | <i>An opinion that someone offers you about what you should do or how you should act in a particular situation.</i> |
| Imagine | <i>To form or have a mental picture or idea of something.</i> |
| Anti-bullying | <i>Opposed to or acting against bullying.</i> |

Ask me a question!

- How might someone feel if they are being bullied?
- If you thought someone was being bullied, what could you do?
- How can you be kind to someone?
- What kind of things can friends fall out over or disagree about?
- What can we do if we fall out with our friends?



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Module: Being Responsible

Topic: Practice Makes Perfect and Helping Someone in Need



Year
2

Key Facts

- It is important to have manners and be courteous
- Self-respect can enhance your own happiness
- 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:

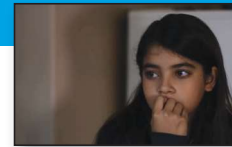
- be able to name ways you can improve in an activity or sport
- understand the importance of trying hard and not giving up
- be able to see the benefits of practising an activity or sport
- be able to learn ways to set goals and work to reach them
- know how you can help other people
- be able to recognise kind and thoughtful behaviours and actions
- understand the risks of talking to people you don't know very well in the community
- be able to identify the differences between being responsible and being irresponsible

I will learn the following new words/phrases:

| | |
|----------------------|--|
| Abilities | <i>The physical or mental power or skill needed to do something.</i> |
| Thoughtful | <i>Caring about or showing consideration for others.</i> |
| Qualities | <i>The features or characteristics of a person or thing.</i> |
| Manners | <i>Polite social behaviour or habits.</i> |
| Courteous | <i>Polite, respectful, or considerate in manner.</i> |
| Appropriately | <i>Suitable or right for a particular situation or occasion.</i> |
| Self-respect | <i>Respect for yourself that shows that you value yourself.</i> |
| Improve | <i>To get better.</i> |

Ask me a question!

- What are your best qualities?
- Can you name something you'd like to get better at?
- Who helps you at home, at school, and in the community?
- How can we be kind and thoughtful?



Key Facts

- There are 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
- You can seek support in many ways, from a variety of different sources and it is important to recognise the triggers for seeking support

Ask me a question!

- If you feel worried, what actions could help you to feel better?
- Why is it important to talk and share your worries with someone?
- Who could you talk to about your feelings?
- How can we control the feeling of anger?

I will learn the following new words/phrases:

| | |
|----------------|---|
| Fidgety | <i>To make small, restless movements using your hands or other body parts.</i> |
| Annoyed | <i>Irritated, disturbed, or slightly angry.</i> |
| Worry | <i>To feel anxious or troubled about actual or potential problems.</i> |
| Anger | <i>A strong feeling of annoyance, displeasure, or hostility.</i> |
| Manage | <i>Maintain control over or be in charge of.</i> |
| Control | <i>The power to influence or direct people's behaviour or the course of events.</i> |
| Trust | <i>Firm belief in the reliability, truth, or ability of someone or something.</i> |

By the end of these topics, I should:

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words
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1decision PSHE Knowledge Organiser

Module: Computer Safety

Topic: Image Sharing and Computer Safety Documentary



Year
2

Key Facts

- It is important to establish boundaries in friendships, with peers, and others
- There may be times where you have to seek and give permission in relationships with friends, peers and adults
- Sometimes people behave differently online, including by pretending to be someone they are not
- By rationing the amount of time you spend online, you can positively impact your physical and mental health

Ask me a question!

- What types of information can you share online?
- How can you stay safe online?
- Are there any types of images that you shouldn't share online?

I will learn the following new words/phrases:

| | |
|-------------|---|
| Permission | Allowing someone to do something. |
| Opinion | A view or judgement formed about something, not necessarily based on fact or knowledge. |
| Rules | An instruction which tells you what you are allowed or are not allowed to do. |
| Declaration | An important spoken or written agreement. |

By the end of these topics, I should:

- understand how your online actions can affect others
- be able to name the positive and negative ways you can use technology
- know the risks of sharing images without permission
- understand the types of images that you should and should not post online
- understand how your online activity can affect others
- be able to identify the positives and negatives of using technology
- know who and how to ask for help
- be able to list rules for keeping and staying safe



1decision PSHE Knowledge Organiser

Module: Our World

Topic: Living In Our World and Working In Our World



Year
2

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
- For a healthy family life, it is important to care for, protect, and spend time with each other
- People in your community have different roles and responsibilities
- Money comes in different forms and from different sources
- People make different choices about saving and spending money

Ask me a question!

- How can we look after others?
- How can we look after our pets?
- How can we look after house and garden plants?
- Why do we need money?
- How can we receive money?
- How can we spend or save money?

By the end of these topics, I should:

- understand why we should look after living things
- be able to identify how we can look after living things both inside and outside of the home
- recognise why it is important to keep our communities and countryside clean
- be able to encourage others to help keep their communities and countryside clean
- understand different ways we can receive money
- know how to keep money safe
- be able to describe the skills you may need in a future job or career
- be able to recognise the differences between wants and needs

I will learn the following new words/phrases:

| | |
|-------------|--|
| Wildlife | A planet is a large object that orbits a star. |
| Community | A group of living things that share the same environment. |
| Credit Card | A card that allows the owner to buy goods or services and pay for them later. |
| Debit Card | A card that allows the owner to withdraw money or pay for goods or services using money in their bank account. |
| Spend | To exchange money or vouchers when buying a product or service. |
| Receive | To get or be given something. |
| Save | To place money in a money box or bank account to use at a later date. |

Key Facts

- There are associated risks with legal and illegal harmful substances
- If you need to seek help or advice, it is important that you ask for it and keep trying until you are heard
- Families are important for children growing up because they can give love, security and stability
- It is important to recognise and report feelings of being unsafe

Ask me a question!

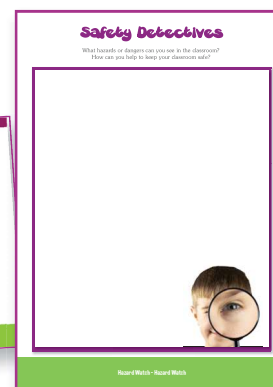
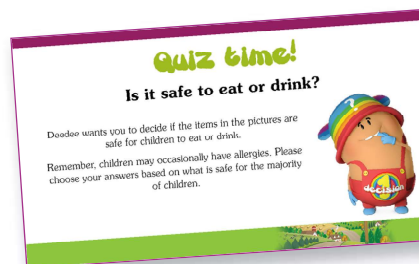
- How do our special adults keep us safe?
- What kind of objects or items do adults keep us safe from?
- What could you do if you spot a potential danger or hazard at home, at school, or in the community?

I will learn the following new words/phrases:

| | |
|------------------|---|
| Potential | <i>A chance that something will happen in the future.</i> |
| Sibling | <i>A brother or sister.</i> |
| Community | <i>A group of people living in the same place or sharing a common interest.</i> |
| Hazard | <i>A danger or risk.</i> |
| Danger | <i>Likely to cause harm or injury. Something that is not safe.</i> |

By the end of these topics, I should:

- know what items are safe to play with and what items are unsafe to play with
- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings



Module: Fire Safety (Special Module)

Topic: Baseline/Summative Assessment, Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary

Key Facts

- 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 recognise and talk about your emotions
- It is important to recognise and report feelings of being unsafe or feeling bad about any adult
- There may be occasions where you need to make a clear and efficient call to emergency services

Ask me a question!

- Who can help keep us safe?
- What is an emergency?
- When might the Fire Service be needed?
- Why should you not distract a driver?

By the end of these topics, I should:

- know what a 'hoax call' is and why it can be risky
- understand why our emergency services are an important part of our community
- be able to show my knowledge of fire safety to others
- be able to practise simple ways of staying safe and finding help
- be able to recognise how drivers can be distracted
- understand the importance of being responsible and how our actions/choice can affect others

I will learn the following new words/phrases:

| | |
|--------------------|--|
| Burgled | <i>When a building is illegally entered and items are stolen.</i> |
| Collapsed | <i>A person or structure that suddenly falls down.</i> |
| Flammable | <i>Can easily catch fire.</i> |
| Distraction | <i>Something that prevents you from concentrating on something else.</i> |
| Emergency | <i>A crisis or dangerous situation that requires immediate action.</i> |
| Hoax | <i>When you trick someone into believing that something fake is real or genuine.</i> |
| Declaration | <i>An important spoken or written agreement.</i> |

