



# St Nicholas C of E (VA) Primary School and Nursery

## Curriculum Overview 2023-25

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Values	Year A Compassion and Thankfulness Year B Generosity and Perseverance	Forgiveness and Truthfulness Trust and Respect	Service and Justice Friendship and Courage
Nursery		Reception	
<ul style="list-style-type: none"> <li>Becoming confident in my new classroom, choosing the toys I want to play with.</li> <li>Watching my new friends, joining in with their games and helping the grown-ups with putting things away.</li> <li>Enjoying praise for things I do well.</li> <li>Knowing when I am sad and not</li> <li>Waiting patiently for a grown-up to be able to respond to my needs.</li> <li>Making friends, asking them to play with me and talking to adults I know.</li> <li>Asking a grown-up for help when I need it.</li> <li>Making up ideas for things to do and games to play when playing in a group with my friends.</li> <li>Beginning to talk to grown-ups I don't know and joining in with new things with support.</li> <li>Chatting to my friends about home and family when we are playing.</li> <li>Knowing that sometimes I can't do the things I want to do, like running around the supermarket or jumping on the sofa.</li> <li>Sharing toys with my friends, sometimes with a grown-ups' help.</li> </ul>		<ul style="list-style-type: none"> <li>Begin to understand the needs of others and use this awareness to share and work together.</li> <li>Build friendships with our peers.</li> <li>Understand the rules and values of our school and classroom.</li> <li>Become confident to talk about what we are good at and what we like and don't like.</li> <li>Asking for help when we need it.</li> <li>Understand how what we do makes others feel.</li> <li>Begin to solve our own problems with our friends without adult support.</li> <li>Understand, and follow the rules throughout the school.</li> <li>Gain confidence to try new activities and speak in front of the class.</li> <li>Ask questions to find out more information.</li> <li>Confident to try new activities and takes risks in our learning</li> <li>Become confident to try new activities and reflect on how we found them.</li> <li>Play cooperatively, taking turns with others.</li> <li>Develop our confidence when speaking in a familiar group, and talk about our ideas.</li> <li>Discuss with our friends ways that we could carry out our games and activities.</li> <li>Share how we are feeling and understand the feelings of others.</li> <li>Be sensitive to others' needs and feelings, and form positive relationships</li> <li>Discuss our own and others' behaviour, its consequences, and know that some relationships with adults and other children behaviour is unacceptable.</li> <li>To know and share the understanding that everybody is a precious, unique and gifted person created by God to spread His love.</li> <li>Work as part of a group or class, and understand and follow rules.</li> </ul>	

### Learning, Loving, Living in God's Family

*"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8*



## 1decision PSHE Knowledge Organiser

Module: Keeping/Staying Safe

Topic: Baseline Assessment and Road Safety



Year  
1

### Key Facts

- For a healthy family life, it is important to care for, protect, and spend time with each other
- Families are important for children growing up because they can give love, security and stability
- You must seek help and advice if you feel uncomfortable, unsafe or unhappy with a particular relationship
- It is important to respond safely and appropriately to people who you do not know very well
- 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

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

Community	A group of people living in the same place or sharing a common interest.
Discuss	To talk about something with another person or group.
Choice	To pick or choose between two or more possibilities.
Pedestrian	A person walking rather than travelling in a vehicle, such as a car.
Zebra Crossing	A black and white road crossing where drivers should stop to let any pedestrians cross.
Pelican Crossing	A road crossing controlled by traffic lights.
Puffin Crossing	A road crossing with sensors that can detect when a pedestrian is still on the crossing.
Toucan Crossing	A road crossing which both pedestrians and cyclists can use.
Avoid	To keep away from.
Situation	What is happening now.
Risk	The possibility that something unpleasant or dangerous will happen.
Safe	Not likely to cause or lead to harm or injury.
Imaginary	Something that only exists in your mind or imagination.

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

- understand what I need to keep safe from
- be able to recognise what may put me or others at risk
- understand why it is important to stay safe when crossing the road
- be able to recognise a range of safe places to cross the road
- understand the differences between safe and risky choices
- know different ways to help us stay safe

### Ask me a question!

- What do you need to keep safe from?
- Who keeps us safe?
- How can we keep ourselves and others safe?
- How can we stay safe from sun rays?
- Can you list some road safety rules?
- How can you cross a road safely?
- How can you stay safe in a vehicle?

Learning, Loving, Living in God's Family

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## 1decision PSHE Knowledge Organiser

Module: Keeping/Staying Healthy

Topic: Baseline Assessment and Washing Hands

Year  
1

### Key Facts

- Mental wellbeing is a normal part of daily life, in the same way as physical health
- It is important to wash your hands to reduce the spread of germs
- There are many benefits of resting, spending time with friends and family, and having hobbies
- Good quality sleep is important for good health, and a lack of sleep can affect weight, mood and ability to learn

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

- understand what we can do to keep healthy
- understand why we need to wash our hands
- know how germs are spread and how they can affect our health
- be able to practise washing your hands
- know the differences between healthy and unhealthy choices



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

Healthy	<i>In good physical or mental condition.</i>
Unhealthy	<i>Not in good physical or mental condition.</i>
Germs	<i>Tiny organisms that can cause disease.</i>

### Ask me a question!

- What does a healthy person look like?
- What does an unhealthy person look like?
- How can you stay healthy?
- When should we wash our hands?
- Why is important to wash our hands?
- What are germs? What can they do?





## Decision PSHE Knowledge Organiser

Module: Relationships

Topic: Baseline Assessment and Friendship



Year  
1

### Key Facts

- Families are important for children growing up because they can give love, security and stability
- Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other
- Friendships are important in making us feel happy and secure
- Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right
- 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:

- understand different types of relationships
- understand how to be a good friend
- be able to recognise kind and thoughtful behaviours
- understand the importance of caring about other people's feelings
- be able to see a situation from another person's point of view

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

Relationship	A connection between two or more people or things.
Love	Strong feelings of affection for another person, activity, or object.
Security	Feeling safe and free from fear or danger.
Stability	Reliable or unlikely to change suddenly.
Disagree	To have a different opinion. The opposite of agree.

### Ask me a question!

- What types of relationships are there?
- How can you show that you care about special people/things?
- What makes a good friend?
- What kind of things can friends fall out over or disagree about?
- What can we do if we fall out with our friends?



Learning, Loving, Living in God's Family

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## Decision PSHE Knowledge Organiser

Module: Being Responsible

Topic: Baseline Assessment and Water Spillage



Years  
1-3

### Key Facts

- For a healthy family life, it is important to care for, protect, and spend time with each other
- There are practical steps you can take to improve or support respectful relationships
- There may be occasions where you need to make a clear and efficient call to emergency services

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

<b>Responsibility</b>	<i>Something you are expected to do.</i>
<b>Responsible</b>	<i>To have control or be in charge of something. Capable of being trusted.</i>
<b>Accident</b>	<i>Something that is unplanned. It happens by chance and is often a negative event.</i>
<b>Honesty</b>	<i>To speak the truth.</i>
<b>Dishonest</b>	<i>To not tell the truth or to tell lies.</i>

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

- understand what we are responsible for
- be able to recognise how responsibilities will change as we grow
- know how you can help people around you
- understand the types of things you are responsible for
- know how and understand the importance of preventing accidents
- be able to recognise the differences between being responsible and being irresponsible

### Ask me a question!

- What are you responsible for?
- What new things may you be responsible for as you grow?
- How can we prevent accidents?
- How can we be responsible in the classroom?



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## Decision PSHE Knowledge Organiser

Module: Feelings and Emotions

Topic: Baseline Assessment and Jealousy



Years  
1-3

### Key Facts

- Isolation and loneliness can affect children and it is very important for children to discuss their feelings with an adult and seek support
- The different characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and supporting each other with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right

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

Recognising	Identifying someone or something from previous experience or contact.
Loneliness	The feeling of being alone, even when people are around.
Frustration	Feeling upset or annoyed because you cannot change or achieve something.
Experience	Gaining knowledge or skill from doing, seeing, or feeling things.
Jealousy	A feeling of envy towards another person and what they have or can do.

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

- understand a range of emotions and how they make us feel physically and mentally
- 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

### Ask me a question!

- How do we experience feelings and emotions in our bodies?
- Who can support us with our feelings/emotions?
- How can we reduce the unpleasant effects of negative emotions?
- Can you describe the feeling of jealousy?





Years  
1-3

## Decision PSHE Knowledge Organiser

Module: Computer Safety

Topic: Baseline Assessment and Online Bullying



### Key Facts

- The internet is an integral part of life and has many benefits
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- It is important to consider the effect of your online actions on others

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

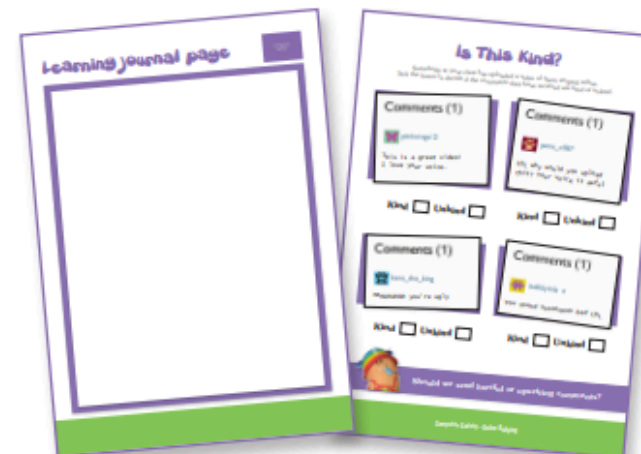
Online	Connected to or controlled by a computer or network.
Positive	Full of hope and confidence.
Negative	Not helpful or constructive.

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

- understand computers, the internet, and rules to keep safe
- 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 recognise kind and unkind comments

### Ask me a question!

- What are the positives and negatives of being online?
- Who could you talk to if you experience someone being unkind to you?



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## Decision PSHE Knowledge Organiser

Module: Our World

Topic: Baseline Assessment and Growing in Our World



Years  
1-3

### 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' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other

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

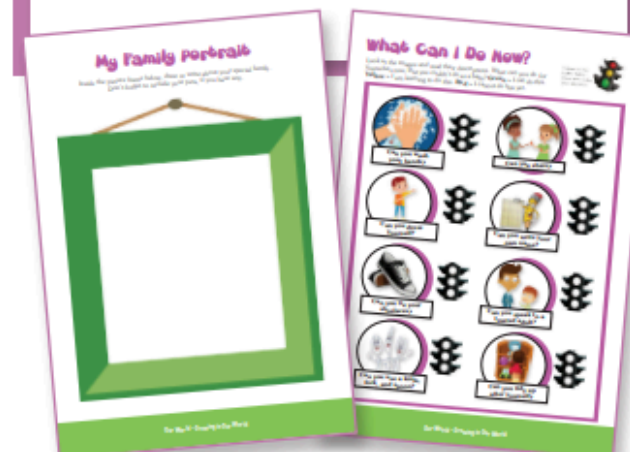
Planet	<i>A planet is a large object that orbits a star.</i>
World	<i>The earth, together with all of its countries and people.</i>
Environment	<i>The surroundings or conditions in which a person, animal, or plant lives or operates.</i>
Humans	<i>Being, relating to, or belonging to a person or to people.</i>
Reproduce	<i>To create another life.</i>
Protect	<i>Keep safe from harm or injury.</i>
Unique	<i>Being the only one of its kind; unlike anything else.</i>
Common	<i>Occurring, found, or done often.</i>

### Ask me a question!

- What things grow on Earth?
- What does a baby need to grow?
- What can you do for yourself now, that you couldn't do as a baby?
- What do all families have in common?

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

- understand how we care for others
- understand the needs of a baby
- be able to recognise what you can do for yourself now you are older
- be able to describe the common features of family life
- be able to recognise the ways in which your family is special and unique



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## Decision PSHE Knowledge Organiser

Module: Keeping/Staying Healthy

Topic: Healthy Eating and Brushing Teeth



Years  
1-3

### 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?





## Decision PSHE Knowledge Organiser

**Module: Being Responsible**

**Topic: Practice Makes Perfect and Helping Someone in Need**



**Years  
1-3**

### 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:

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

**Learning, Loving, Living in God's Family**

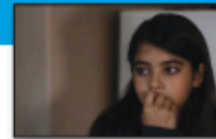
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## Decision PSHE Knowledge Organiser

Module: Feelings and Emotions

Topic: Worry and Anger



Years  
1-3

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

### 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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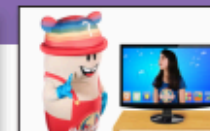




## Decision PSHE Knowledge Organiser

Module: Computer Safety

Topic: Image Sharing and Computer Safety Documentary



Years  
1-3

### 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



Learning, Loving, Living in God's Family

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## Decision PSHE Knowledge Organiser

Module: Our World

Topic: Living In Our World and Working In Our World



Years  
1-3

### 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.

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## Decision PSHE Knowledge Organiser

### Module: Keeping/Staying Safe

Topic: Staying Safe, Leaning out of Windows, and Summative Assessment



Years  
1-3

### 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
- It is important to recognise who to trust and who not to trust
- There are emergency services in place to help us

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

- know ways to keep yourself and others safe
- be able to recognise risky situations
- be able to identify trusted adults around you
- understand the differences between safe and risky choices
- be able to recognise a range of warning signs
- be able to spot the dangers we may find at home
- know the importance of listening to our trusted adults
- be able to understand ways we can keep ourselves and others safe at home
- know the differences between safe and risky choices

### Ask me a question!

- Should we trust everyone we know?
- Who could we talk to if we were worried about someone we had just met?
- Can you name some dangers that you may find at home?
- Who is available to help if we call 999?

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

PCSO	<i>Police Community Support Officer.</i>
Appliances	<i>A device or piece of equipment designed to perform a specific task.</i>
Dangerous	<i>Able or likely to cause harm or injury.</i>
Chemicals	<i>A substance that is created when two or more other substances act upon one another.</i>
Warning sign	<i>A type of sign that indicates a potential hazard, obstacle, or condition requiring special attention.</i>
Pressured	<i>To strongly persuade someone to do something they do not want to do.</i>
Permission	<i>Officially allowing someone to do a particular thing; consent or authorisation.</i>



## Decision PSHE Knowledge Organiser

Module: Keeping/Staying Healthy

Topic: Medicine and Summative Assessment



Years  
1-3

### Key Facts

- Vaccinations can prevent you from certain diseases
- There are associated risks with legal and illegal harmful substances

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

Medicine	A drug or other substance used to treat disease, injury, pain, or other symptoms.
Allergies	When you have an unusual reaction to something, like dust or certain foods.
Vaccination	A special medicine that helps protect your body from certain diseases.
Antibodies	A protein in blood that reacts to toxic substances by destroying them or making them ineffective.
Research	Studying something carefully to find out more information about it.
Immune System	The system of the body that fights infection and disease.
Doctor	A person who is qualified to treat people who are ill.

### Ask me a question!

- Why do we take medicine?
- Who should we take medicine from?
- What else can make you feel better when you are poorly?
- What is a vaccination?

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

- know, understand, and be able to practise simple safety rules about medicine
- understand when it is safe to take medicine
- know who we can accept medicine from
- understand the differences between healthy and unhealthy choices







## Decision PSHE Knowledge Organiser

Module: Relationships

Topic: Touch and Summative Assessment



Years  
1-3

### 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

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

Communicate	To exchange or share information or ideas.
Situation	What is happening now.
Penis	The part of a male's body that is used for urinating.
Testicles	Two round male organs that produce sperm.
Vagina	The part of a woman's body that connects her outer organs to her uterus.
Vulva	External female genitalia that surround the opening to the vagina.
Anus	The external opening of the canal through which excrement leaves the body.
Private parts	A person's genitals.
Appropriate	Suitable or acceptable for a particular situation.

### Ask me a question!

- Can you name the different human body parts?
- If you know of somebody who is upset about the way someone treats them, what could you do?
- If you feel uncomfortable in a relationship, who could you talk to?

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

- understand the difference between appropriate and inappropriate touch
- know why it is important to care about other people's feelings
- understand personal boundaries
- know who and how to ask for help
- be able to name human body parts

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## Decision PSHE Knowledge Organiser

Module: Feelings and Emotions

Topic: Grief and Summative Assessment



Years  
1-3

### 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:

Grief	Great sadness, often following a death or loss.
Confusion	Uncertainty about what is happening, intended, or required.
Memory box	A special place where memories are stored.

### Ask me a question!

- What are some of the reasons we might feel or experience grief?
- What other kinds of feelings could we experience if we were feeling grief?
- What could you do if you feel sad about losing someone or something?
- How could you help someone who is experiencing grief?
- How can manage other difficult emotions, such as worry, anger, and jealousy?

### 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



Learning, Loving, Living in God's Family

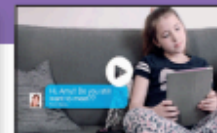
"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



## Decision PSHE Knowledge Organiser

Module: Computer Safety

Topic: Making Friends Online and Summative Assessment



Years  
1-3

### 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

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

- be able to identify possible dangers and consequences of talking to strangers online
- know how to keep safe in online chatrooms
- be able to name the positives and negatives of using technology
- understand the difference between safe and risky choices online

### Ask me a question!

- If you are worried or unsure about something you see online, what could you do? Who could you speak to?
- If you receive a message online from someone you do not know, what could you do?
- If someone was worried about something they had seen online, how could you help them?

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

Chatroom	A group of people living in the same place or sharing a common interest.
Report	Give a spoken or written account of something that one has observed, heard, done, or investigated.
Reply	Say something in response to something someone has said.
Respond	Do something as a reaction to someone or something.
Childline	A free, private and confidential service where you can talk about anything.



Learning, Loving, Living in God's Family

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## Decision PSHE Knowledge Organiser

### Module: Fire Safety (Special Module)

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

Years  
1-3

### 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!

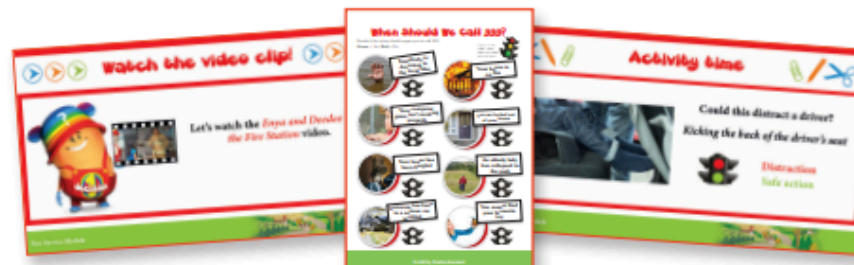
- Who can help keep us safe?
- What is an emergency?
- When might the Fire Service be needed?
- Why should you not distract a driver?

### 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:

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







## Decision PSHE Knowledge Organiser

### Module: Keeping/Staying Safe

#### Topic: Baseline Assessment and Cycle Safety

Years  
4-6

### 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

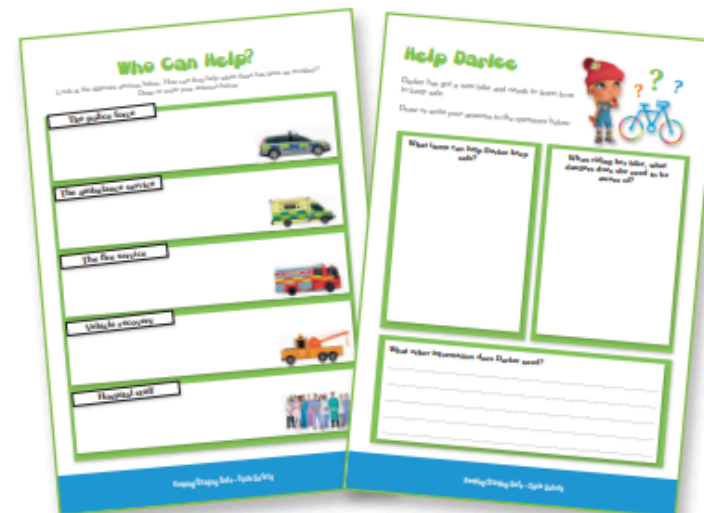
### Ask me a question!

- 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.







## Decision PSHE Knowledge Organiser

### Module: Keeping/Staying Healthy

### Topic: Baseline Assessment and Healthy Living

Years  
4-6

#### 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?





## Decision PSHE Knowledge Organiser

### Module: Growing and Changing

### Topic: Baseline Assessment and Appropriate Touch (Relationships)



Years  
4-6

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

### 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



## Decision PSHE Knowledge Organiser

**Module: Being Responsible**

**Topic: Baseline Assessment and Coming Home on Time**



**Years  
4-6**

### 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>Punctual</b>	Arriving or doing something at the correct time, not late.
<b>Responsible</b>	To have control or be in charge of something. Capable of being trusted.
<b>Irresponsible</b>	Not thinking enough or not worrying about the possible results of what you do.
<b>Appointment</b>	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?







## Decision PSHE Knowledge Organiser

Module: Feelings and Emotions

Topic: Baseline Assessment and Jealousy



Years  
4-6

### 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?



Learning, Loving, Living in God's Family

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## Decision PSHE Knowledge Organiser

Module: Computer Safety

Topic: Baseline Assessment and Online Bullying



Years  
4-6

### 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.



## Decision PSHE Knowledge Organiser

Module: The Working World

Topic: Baseline Assessment and Chores at Home



Years  
4-6

### 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

### 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.

### 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?

Learning, Loving, Living in God's Family

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## Decision PSHE Knowledge Organiser

Module: A World Without Judgement

Topic: Baseline Assessment and Breaking Down Barriers



Years  
4-6

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

### 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

Learning, Loving, Living in God's Family

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## Decision PSHE Knowledge Organiser

### Module: Keeping/Staying Safe

### Topic: Peer Pressure and Adults' & Children's Views



Years  
4-6

### 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
- The characteristics of friendships include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

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

- identify strategies we can use to keep ourselves and others safe
- recognise ways to manage peer pressure
- explain the potential outcomes that may happen when we take risks
- recognise the impact and possible consequences of an accident or incident

### Ask me a question!

- What is peer pressure?
- How could you help someone who is feeling pressured to do something?
- Who could you talk to if you felt pressured to do something?

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

Peer Pressure	When a friend or someone you know influences you to do something you do not feel comfortable with.
Encourage	To give hope, confidence, or support to someone.
Risk	The possibility that something unpleasant or dangerous will happen.
Risk assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.
Support network	The people in your life that help you achieve your personal and professional goals.





## Decision PSHE Knowledge Organiser

### Module: Keeping/Staying Healthy

### Topic: Smoking and Adults' & Children's Views



Years  
4-6

### Key Facts

- There are risks associated with legal and illegal harmful substances, including: smoking, alcohol use and drug-taking
- 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

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

- explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.
- describe how smoking can affect your immediate and future health and wellbeing
- give reasons why someone might start and continue to smoke
- identify and use skills and strategies to resist any pressure to smoke

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

Nicotine	<i>A poisonous substance found in the tobacco plant.</i>
Addictive	<i>Wanting to do or have something as often as possible.</i>
Illegal	<i>Against the law or breaks the rules.</i>
Respiratory system	<i>The organs that are involved in breathing.</i>
Cardiovascular disease	<i>A general term for conditions affecting the heart or blood vessels.</i>
Cigarette	<i>A thin cylinder of finely cut tobacco rolled in paper for smoking.</i>
E-cigarette	<i>A device that has the shape of a cigarette, cigar, or pen and does not contain tobacco.</i>
Tobacco	<i>A plant that can be smoked in cigarettes, pipes, or cigars.</i>

### Ask me a question!

- What are the risks of smoking?
- Why do you think people start to smoke?
- Can you name one ingredient of a cigarette?
- What could you do if you or someone you know felt pressured to smoke?





## Decision PSHE Knowledge Organiser

Module: Growing and Changing

Topic: Puberty and Adults' & Children's Views



Years  
4-6

### Key Facts

- When you go through puberty, you will experience physical and emotional changes
- 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
- There is advice available and steps we can take to support menstrual wellbeing

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

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

### Ask me a question!

- What does the brain release in order for puberty to begin?
- What changes do females and males go through during puberty?
- How long do periods normally last?
- What coping strategies can help us through puberty?

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

Puberty	When a child matures physically and the reproductive system becomes active.
Hormone	A chemical substance made in the body, which controls the activity of other cells and organs.
Anonymous question	When someone asks a question without revealing their name or identity.
Vagina	A canal that leads from the female uterus to the outside of the body.
Vulva	External female genitalia that surround the opening to the vagina.
Ovaries	A reproductive organ where eggs are produced.
Fallopian tube	The tube where the female egg travels to the womb (uterus).
Penis	A male organ that urine and sperm pass through.
Testicles	Two male sex glands where sperm is produced.
Bladder	An organ inside the body where urine is stored.

Learning, Loving, Living in God's Family

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## Decision PSHE Knowledge Organiser

### Module: Feelings and Emotions

### Topic: Anger and Adults' & Children's Views



Years  
4-6

### Key Facts

- It is important to recognise and talk about your emotions
- 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

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

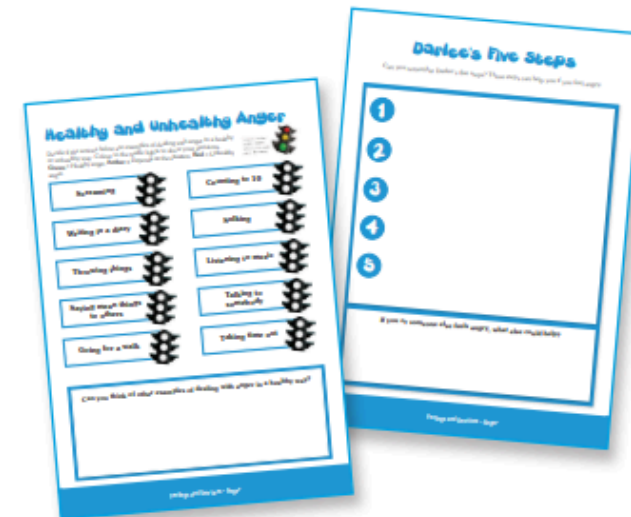
Displeasure	Feeling annoyed, dissatisfied, or disappointed.
Annoyance	Something that annoys or irritates someone.
Hostility	The state of being unfriendly or full of hate.

### Ask me a question!

- Can you describe the feeling of anger?
- How can we manage the feeling of anger in a positive, healthy way?

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

- recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant
- explain how feelings can be communicated with or without words
- recognise that we can choose how we act on our emotions and 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 anger





## Decision PSHE Knowledge Organiser

Module: Computer Safety

Topic: Image Sharing and Adults' & Children's Views



Years  
4-6

### Key Facts

- It is important to understand how to report concerns and get support with issues online
- The characteristics of friendships include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

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

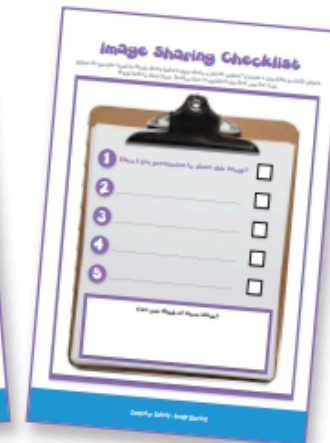
- list reasons for sharing images online
- identify rules to follow when sharing images online
- describe the positive and negative consequences of sharing images online
- recognise possible influences and pressures to share images online

### Ask me a question!

- What could be the positive and negative outcomes of sharing an image online?
- What do people need to think about before they share an image online?

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

Application	A computer program that is designed for a particular purpose.
Survey	Look closely at or examine.
Kind action	The fact or process of doing something kind or good.
Image sharing	The act of sending or posting an image online.
Illegal	Against the law or breaks the rules.



Learning, Loving, Living in God's Family

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## Decision PSHE Knowledge Organiser

Module: The Working World

Topic: Enterprise and Adults' & Children's Views



Years  
4-6

### Key Facts

- The characteristics of healthy family life include: commitment to each other, including in times of difficulty, protection and care for children and other family members, spending time together and sharing each other's lives

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

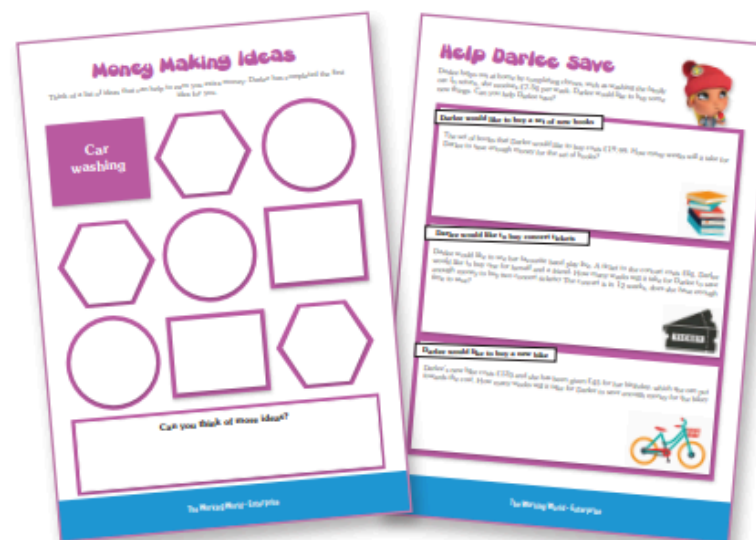
Enterprise	A project that requires boldness or energy. A company or organisation.
Priority	The fact or condition of being regarded or treated as more important than others.
Fundraising	To generate financial support for a charity, cause, or other enterprise.

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

- understand and explain why people might want to save money
- identify ways in which you can help out at home
- budget for items you would like to buy
- recognise ways to make money and the early stages of enterprise

### Ask me a question!

- Why do we need money?
- How can we save money?
- How can we receive money?





## Decision PSHE Knowledge Organiser

Module: A World Without Judgement

Topic: Inclusion and Acceptance and Adults' & Children's Views



Years  
4-6

### Key Facts

- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- 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 for them
- 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

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

<b>Inclusion</b>	<i>Including or being included within a group or structure.</i>
<b>Acceptance</b>	<i>Agreeing that a person is equal to you or your group, despite their differences.</i>
<b>Discrimination</b>	<i>Treating a person or group unfairly because of their race, sex, sexuality etc.</i>
<b>Unique</b>	<i>Being the only one of its kind; unlike anything else.</i>
<b>Anti-social</b>	<i>Actions that harm or lack consideration for the well-being of others.</i>
<b>Hate crime</b>	<i>Crimes that are targeted at a person because of hostility or prejudice towards that person's disability, race or ethnicity, religion or belief, sexual orientation or transgender identity.</i>

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

- identify some of the ways in which we are different and unique
- explain some of the elements which help us to have a diverse community
- describe strategies to overcome barriers and promote diversity and inclusion

### Ask me a question!

- How are we all different?
- How can we help people who are discriminated against?
- Can you describe the different groups that can make a community?



Learning, Loving, Living in God's Family

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## Decision PSHE Knowledge Organiser

Module: Keeping/Staying Safe

Topic: Water Safety and Summative Assessment



Years  
4-6

### 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:

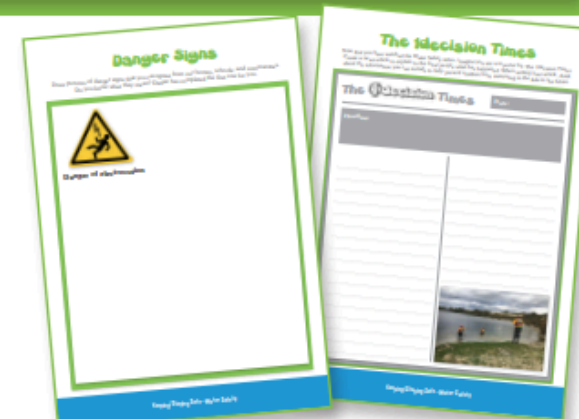
- identify a range of danger signs
- develop and name strategies that can help keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident

### 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:

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



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## Decision PSHE Knowledge Organiser

Module: Keeping/Staying Healthy

Topic: Alcohol and Summative Assessment



Years  
4-6

### 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:

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



## Decision PSHE Knowledge Organiser

Module: Growing and Changing

Topic: Conception and Summative Assessment



Years  
4-6

### 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:

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

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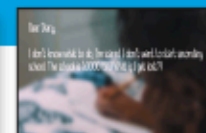
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## Decision PSHE Knowledge Organiser

### Module: Feelings and Emotions

### Topic: Worry and Summative Assessment



Years  
4-6

### 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:

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



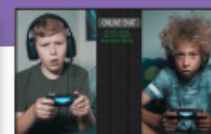




## Decision PSHE Knowledge Organiser

Module: Computer Safety

Topic: Making Friends Online and Summative Assessment



Years  
4-6

### 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?



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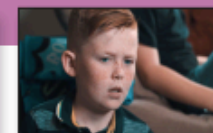
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## Decision PSHE Knowledge Organiser

Module: The Working World

Topic: In-App Purchases and Summative Assessment



Years  
4-6

### 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:

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

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## Decision PSHE Knowledge Organiser

Module: A World Without Judgement

Topic: British Values and Summative Assessment



Years  
4-6

### 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

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