



Years 4-6
Knowledge Organisers

Personal, Social, Health & Economic Education

1decision PSHE Knowledge Organiser

Module: Keeping/Staying Safe

Topic: Baseline Assessment and Cycle Safety

Year
4

Key Facts

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

By the end of these topics, I should:

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

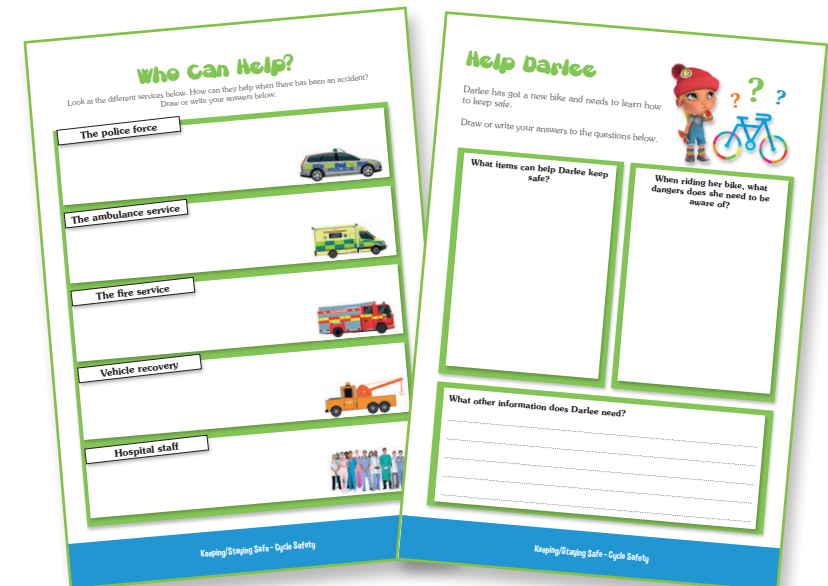
Ask me a question!

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



I will learn the following new words/phrases:

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



1decision PSHE Knowledge Organiser

Module: Keeping/Staying Safe

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



Year 5

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. |



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:

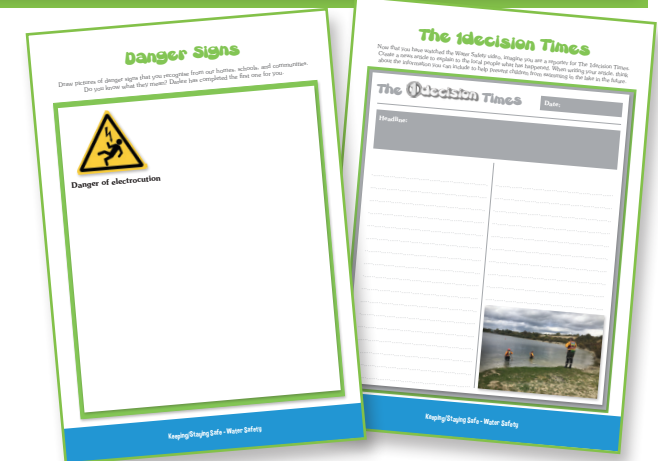
- identify a range of danger signs
- develop and name strategies that can help keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident

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



1decision PSHE Knowledge Organiser

Module: Keeping/Staying Healthy

Topic: Baseline Assessment and Healthy Living

Year
4

Key Facts

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

I will learn the following new words/phrases:

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



By the end of these topics, I should:

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

Ask me a question!

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





Key Facts

- 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?



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



Key Facts

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

Ask me a question!

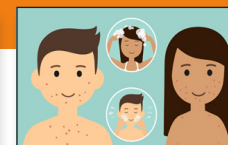
- What types of relationships are there?
- What can make a relationship healthy or unhealthy?
- What is the difference between secrets and surprises?
- How could you help someone who feels uncomfortable in a relationship?

I will learn the following new words/phrases:

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

By the end of these topics, I should:

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



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:

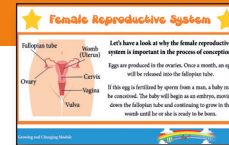
- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

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

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

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

By the end of these topics, I should:

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



Ask me a question!

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



Key Facts

- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- It is important to recognise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

By the end of these topics, I should:

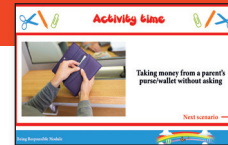
- recognise why we should take action when someone is being unkind
- describe caring and considerate behaviour, including the importance of looking out for others
- demonstrate why it is important to behave in an appropriate and responsible way
- identify how making some choices can impact others' lives in a negative way

I will learn the following new words/phrases:

| | |
|----------------------|---|
| Considerate | <i>Careful not to inconvenience or harm others.</i> |
| Inconsiderate | <i>Thoughtlessly causing hurt or inconvenience to others.</i> |

Ask me a question!

- How can we help others?
- If someone is being unkind to you or someone you know, what could you do?



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:

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

- 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:

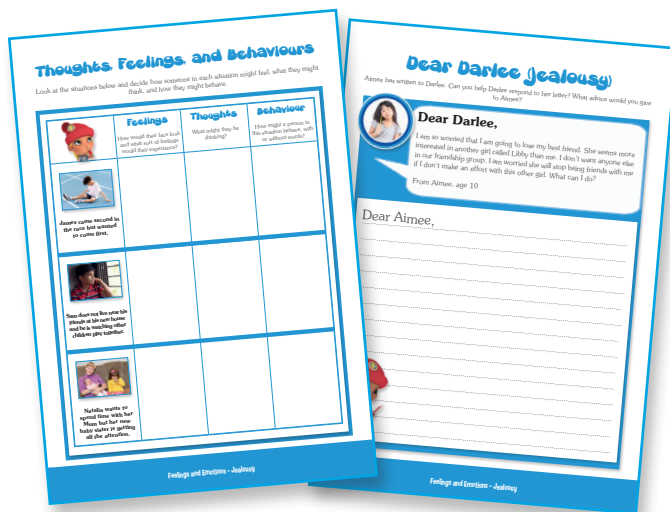
| | |
|------------------------|---|
| Feelings | <i>Emotions, such as love, anger, joy and fear.</i> |
| Emotions | <i>Strong feelings.</i> |
| Physical health | <i>The well-being and overall condition of your body.</i> |
| Mental health | <i>Emotional, psychological, and social well-being.</i> |
|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

By the end of these topics, I should:

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

Ask me a question!

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





Key Facts

- It is important to 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:

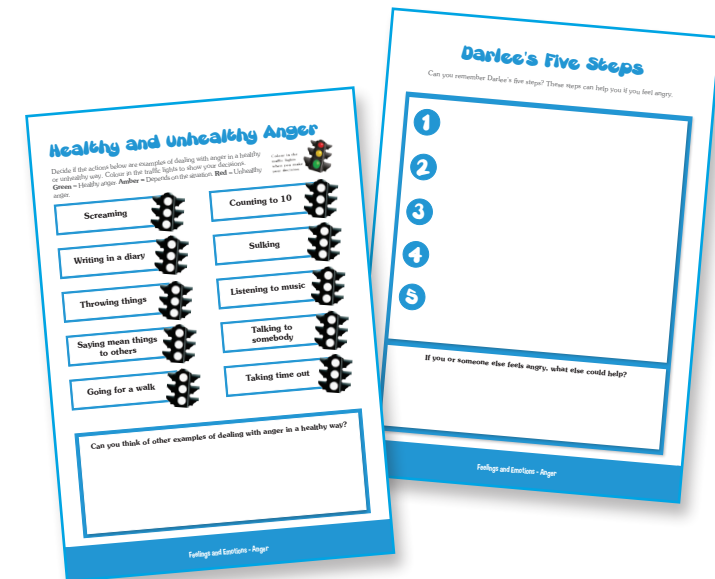
| | |
|--------------------|--|
| Displeasure | <i>Feeling annoyed, dissatisfied, or disappointed.</i> |
| Annoyance | <i>Something that annoys or irritates someone.</i> |
| Hostility | <i>The state of being unfriendly or full of hate.</i> |

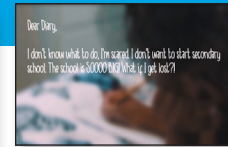
Ask me a question!

- 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





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. |

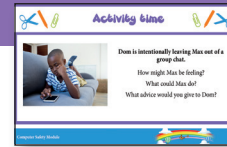
By the end of these topics, I should:

- 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?





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?

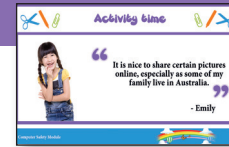
I will learn the following new words/phrases:

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

1decision PSHE Knowledge Organiser

Module: Computer Safety

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



Year 5

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. |





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:

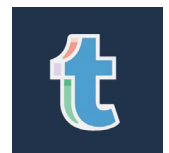
| | |
|---------------------------|--|
| Application | <i>A program or piece of software, mostly found on smartphones and tablets.</i> |
| Pretending | <i>To behave as if something is true when you know that it is not.</i> |
| Age restriction | <i>An age under or over which something can or cannot be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

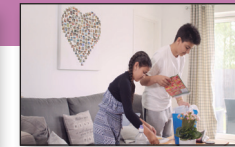
By the end of these topics, I should:

- 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

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

By the end of these topics, I should:

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

Ask me a question!

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

I will learn the following new words/phrases:

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

1decision PSHE Knowledge Organiser

Module: The Working World

Topic: Enterprise and Adults' & Children's Views



Year
5

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:

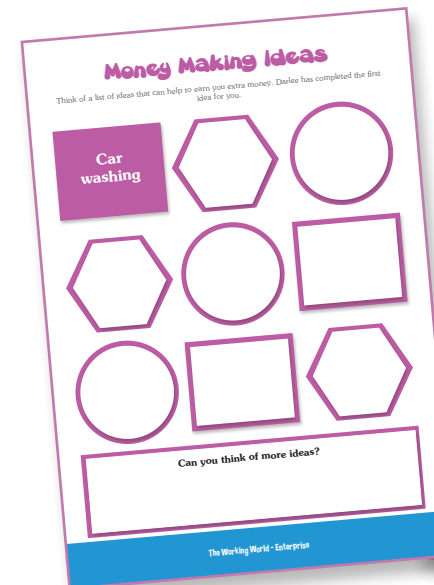
| | |
|-------------|---|
| Enterprise | A project that requires boldness or energy. A company or organisation. |
| Priority | The fact or condition of being regarded or treated as more important than others. |
| Fundraising | To generate financial support for a charity, cause, or other enterprise. |

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?





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



Key Facts

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

I will learn the following new words/phrases:

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

Ask me a question!

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

By the end of these topics, I should:

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



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:

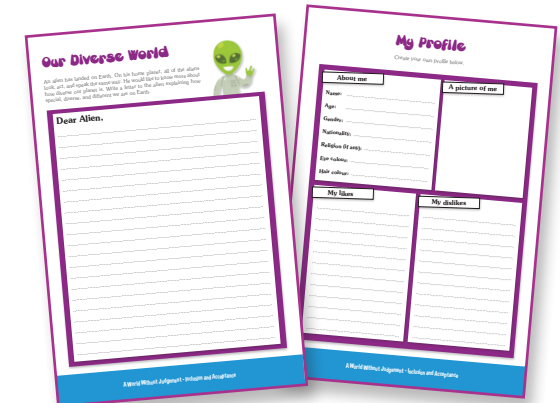
| | |
|-----------------------|--|
| Inclusion | <i>Including or being included within a group or structure.</i> |
| Acceptance | <i>Agreeing that a person is equal to you or your group, despite their differences.</i> |
| Discrimination | <i>Treating a person or group unfairly because of their race, sex, sexuality etc.</i> |
| Unique | <i>Being the only one of its kind; unlike anything else.</i> |
| Anti-social | <i>Actions that harm or lack consideration for the well-being of others.</i> |
| Hate crime | <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> |

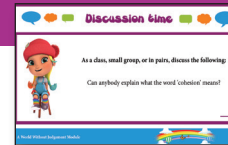
By the end of these topics, I should:

- 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?





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?

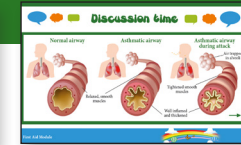
I will learn the following new words/phrases:

| | |
|---|---|
| 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:

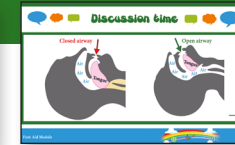
- identify and name situations that may require first aid
- list reasons why someone may struggle to breathe
- identify the signs of an asthma attack or choking
- identify the signs of an allergic reaction and anaphylactic shock
- understand the correct steps for seeking immediate emergency help
- provide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

Ask me a question!

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

I will learn the following new words/phrases:

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



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:

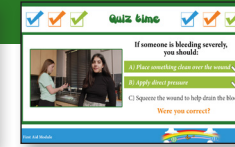
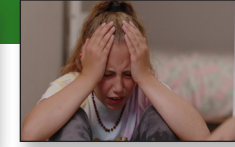
- complete a primary survey for first aid
- demonstrate the recovery position for an unresponsive breathing casualty
- know when to deliver CPR
- demonstrate how to do CPR
- know when to call for emergency help

Ask me a question!

- What does DRs ABC stand for?
- Can you explain the different steps of the recovery position?
- What is CPR?

I will learn the following new words/phrases:

| | |
|---------------------|--|
| Unresponsive | <i>Not reacting or responding to communication.</i> |
| Underlying | <i>Significant as a cause or basis of something but not necessarily obvious.</i> |
| Casualty | <i>A person badly affected by an event or situation.</i> |
| Compressions | <i>To press or squeeze (something).</i> |
| Unconscious | <i>Not awake and aware of and responding to one's environment.</i> |



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!

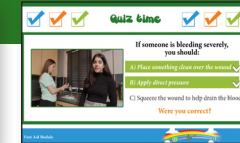
- How could you spot a head injury?
- What could you do if someone was bleeding severely?
- If somebody is having a seizure, when should you call 999?



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?

