

Beech Hill Primary School Knowledge Organiser - PSHE and RHE.



Topic:	Year group	Term
Health and wellbeing.	1	Summer
Background knowledge		
<p>T Drive > Refreshed curriculum > PSHE > Summer > DfE Guidance</p> <p>T Drive > Refreshed curriculum > PSHE > Summer > Resources > Y1</p>		
What should I already know?		
<p>I know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p> <p>I manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>I can talk about we show feelings.</p>		
Statutory objectives / Key Skills	The Journey	
<p><u>Health and Wellbeing</u></p> <p>By the end of primary school: Pupils should know:</p> <ul style="list-style-type: none"> • <u>About germs and the importance of handwashing.</u> • The risks associated with unhealthy eating and tooth decay • The characteristics and mental and physical benefits of an active lifestyle. • About safe and unsafe 	<p><u>Health and Mental Wellbeing</u></p> <ul style="list-style-type: none"> • Staying healthy - eating well (sugar intake) • Self-care routines and handwashing • Balancing indoor, outdoor and screen-based play • People who help us stay healthy, such as parents, doctors, nurses, dentists, lunch supervisor • How to keep safe in the sun <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • We are all special and unique • Recognising feelings in self and others • Managing feelings and asking for help when things go wrong <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • Age restrictions that keep us safe • Staying safe online by checking with adult 	

exposure to the sun

- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- Where and how to seek support with emotions
- Why social media, some computer games and online gaming, for example, are age restricted
- Where and how to report concerns and get support with issues online

Children can give an opinion.

Outcomes

Working towards: Pupils are starting their learning in this area and do not yet have secure understanding

Working at: Pupils have met the intended learning outcome in this area and can demonstrate their understanding

Working beyond: Pupils have exceeded the intended learning outcome and can confidently demonstrate their learning on apply it to new contexts

I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings.

I can balance time on and offline.

I can say something what makes me special and unique, what I am good at or proud of and how this helps me feel good about myself.

I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including online and in the sun.

I can describe how to follow simple hygiene and dental health routines.

I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.

I can say how to get help in emergency situations and follow instructions to keep safe.

Key Vocabulary	Resources
hygiene, cleanliness, germs, health, healthy eating, dental health, physical activity, choices, special people, caring, everybody, individual, unique, special, communicating, feelings, empathy,	PSHE Association Dental Health Handwashing https://nationalschoolpartnership.com/initiatives/soaper-heroes/?utm_source=NSP&utm_medium=PSHE&utm_campaign=LBY3&utm_content=PSHEAssociation PSHE Association - Feelings Medway - lesson on 'Growing up' https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends

Key people / places

Assessment questions / outcomes

- Can they identify how they might keep healthy with their body and mind?
- Can they identify simple hygiene routines?
- Can they describe what to do to keep safe online?