

Beech Hill Primary School Knowledge Organiser - PSHE and RHE.



Topic:	Year group	Term
Health and wellbeing.	2	Summer

Background knowledge

T Drive > Refreshed curriculum > PSHE > Summer > DfE Guidance
 T Drive > Refreshed curriculum > PSHE > Summer > Resources > Y2

What should I already know?

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 these help 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.

Statutory objectives / Key Skills	The Journey
<u>Health and Wellbeing</u> By the end of primary school: Pupils should know: - Know the importance of sufficient good quality sleep for good health - Know about dental health and the	<u>Health and Wellbeing</u> - Sleep routines - Medicine, vaccinations and managing allergies. - Routines for brushing teeth and visiting the dentist. Healthy snacks - Sharing and managing feelings. Ways to feel good, calm down or change their mood e.g., playing outside, listening to music, spending time with others - How to manage big feelings including those associated with change, loss and bereavement - When and how to ask for help, and how to help others, with their feelings <u>Growing and changing</u> - About the human life cycle and how people grow from young to old - How our needs and bodies change as we grow up - To identify and name the main parts of the body including external genitalia (e.g., vulva, vagina, penis, testicles) - About change as people grow up, including new opportunities and responsibilities

<u>benefits of</u> <u>good oral</u> <u>hygiene and</u> <u>dental</u> <u>flossing,</u> <u>including</u> <u>regular check-</u> <u>ups at the</u> <u>dentist.</u> • 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 • <u>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</u>	• Preparing to move to a new class and setting goals for next year <u>Keeping safe</u> • How to recognise risk in everyday situations, e.g., road, water and rail safety, medicines • How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • About things that people can put into their body or onto their skin (e.g., medicines and creams) and how these can affect how people feel • About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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- Where and how to seek support in school if they are worried about their ability to control their emotions
- how to make a clear and efficient call to emergency services if necessary

Children can give an opinion and ask questions.

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 or 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 suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep

I can suggest ways to manage when finding something difficult.

I can identify external body parts, how people's bodies and needs change as they grow from young to old.

I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.

I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health

I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.

I can describe how to follow dental health routines.

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

Key Vocabulary	Resources
growing, changing, young to old, independence medicines, safety, risk, rights, responsibilities, needs, help, emergencies,	PSHE Association – The Sleep Factor, Big Feelings, Dental Health, Drug and Alcohol Education Year 1 and 2 Winston's Wish Bereavement resources Medway lesson 3 - 'Everybody's Body' Keeping healthy https://nationalschoolpartnership.com/initiatives/soaper-heroes/?utm_source=NSP&utm_medium=PSHE&utm_campaign=LB3&utm_content=PSHEAssociation
Key people / places	
Assessment questions / outcomes	
• Can they name the life stages and explain the changes that take place? • Can they name the body parts using the correct names? • Can they describe how to stay safe in different environments?	