


<b>Phase:</b> Key Stage One	<b>Subject:</b> PHSE	<b>Focus:</b> Respecting Rights	<b>Term:</b> Ongoing
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## Topics Knowledge

**Rights and Responsibilities:**

Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting




To learn how they can contribute to the life of the classroom and school.

To understand that people and other living things have rights and that everyone has responsibilities to protect those rights.

To learn that they belong to various groups and communities such as family and school.

To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them.




**Environment**

Looking after the local environment

To learn about what improves and harms their local, natural and built environments .

**Money**

Where money comes from; saving and spending money; making choices; keeping track of money spent/saved

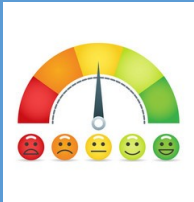
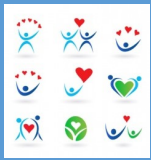



To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

<u>Vocabulary</u>	
RIGHTS	basic human needs eg food, water, to be safe etc.
RESPECT	How you feel and treat someone or something
FAIR	contrary to the laws and customs of society, in a way that causes annoyance and disapproval in others.
COMMUNITY	A group of people living in the same place or share similar interests
RESPONSIBILITIES	things which one is required to do as part of a job, role, or legal obligation.

<u>Vocabulary</u>	
ENVIRONMENT	the natural world, as a whole or in a particular geographical area, especially as affected by human activity.
SAVE	money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt.
SPEND	a thing that is borrowed, especially a sum of money that is expected to be paid back with interest.

<b>Phase:</b> Key Stage One	<b>Subject:</b> PHSE	<b>Focus:</b> Relationships	<b>Term:</b> Ongoing
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Topics	Knowledge
<p><b>Feelings and emotions</b> Behaviour, feelings and bodies can hurt.</p> 	<p>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>
<p><b>Healthy Relationships</b> Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying</p> 	<p>To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others.</p> <p>To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others .</p> <p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.</p>
<p><b>Valuing Differences</b> Respecting similarities and differences in others; sharing views and ideas</p> 	<p>To be able to identify similarities and differences between themselves and others.</p>


## Vocabulary

FEELINGS	The way we feel at different times and during different experiences
POSITIVE	Full of hope and confidence, or giving reason for hope and confidence.
NEGATIVE	Expressing no. A negative sentence or phrase is one that contains a word such as "not", "no", "never", or "nothing".
PROBLEM SOLVING	The process of finding solutions to problems.
CO-OPERATE	To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.
PRIVATE	Things that are ours and not for everyone.
SIMILARITIES /	Things that are the same or nearly the same as others/things that are not the same.

# Amblecote Primary School - Knowledge Organisers



<b>Phase:</b> Key Stage One	<b>Subject:</b> PHSE	<b>Focus:</b> Health and Wellbeing	<b>Term:</b> Ongoing
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Topics	Knowledge
<p><b>Healthy Lifestyles:</b> Healthy choices; different feelings; managing feelings.</p> 	<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <hr/> <p>To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>
<p style="text-align: center;"><b>Growing and Changing</b></p> <p>Recognising what they are good at and setting goals. Growing; changing and being more independent; correct names for body parts.</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <hr/> <p>To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p>
<p style="text-align: center;"><b>Keeping Safe</b></p> <p>Keeping safe in different situations; How to ask for help if they are worried about something or someone Privacy in different contexts.</p>	<p>To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.</p> <hr/> <p>To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p>

## Vocabulary

wellbeing	How we feel emotionally and physically (happy and healthy)
balanced diet	a diet that provides all the essential nutrients in sufficient quantity and in the correct proportions to promote good health
personal information	information held on computers that relates only to you, and that you do not want everyone to know