

# PSHE/RSHE Knowledge Organiser

Year 1: Autumn Term 1 Puzzle -

Being Me In My World



## People who help us and where to ask for help:

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we are introduced to our Jigsaw Journal Floor book and discuss our Jigsaw Charter. As part of this we discuss rights and responsibilities, choices and consequences. We talk about being special and how to make everyone feel safe in our class as well as recognising our own safety.

### Subject Specific Key Vocabulary

<b>belonging</b> A feeling of being happy or comfortable as part of a group.	<b>calm</b> Not showing strong emotions.	<b>consequences</b> A result of a particular action or situation.	<b>disappointed</b> Feeling sad or upset about something.	<b>illustration</b> A picture from a book, magazine etc.	<b>Jigsaw charter</b> Specifies the agreement between the children and staff in each PSHE lesson.	<b>learning charter</b> A set of rules, promises, or guidelines that learners and their teacher agree on for the classroom.
<b>proud</b> Being pleased with our own achievements.	<b>rights</b> Things that we are allowed to have as human beings.	<b>rewards</b> Something given in exchange for good behaviour or good work.	<b>responsibilities</b> The requirement to do something correctly.	<b>special</b> Something, or someone, that is better than normal.	<b>safe</b> To be protected from danger.	<b>upset</b> Another word for sad.

### Puzzle outcomes of weekly celebrations

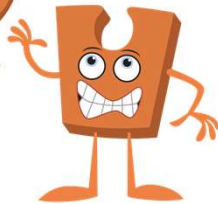


### Learning objectives

1. I know how to use our Jigsaw Journal
2. I understand the rights and responsibilities as a member of my class
3. I understand the rights and responsibilities for being a member of my class
4. I know my views are valued and can contribute to the Learning Charter
5. I can recognise the choices I make and understand the consequences
6. I understand my rights and responsibilities within our Learning Charter

Hello

I'm Jigsaw Jack



### What social and emotional skills will we use?

- Understanding that we are special
- Understand that we are safe in our class
- Identifying helpful behaviours to make the class a safe place
- Identify what it's like to feel proud of an achievement
- Recognise feelings associated with positive and negative consequences
- Understand that we have choices

### We will learn together:

... the rights and responsibilities of a member of a class.

... that our views are important.

... our own rights and responsibilities within our classroom.

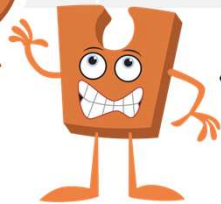
... that our choices have consequences.

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we class talk about the similarities and differences between people and that these make us unique and special. We learn what bullying is and what it isn't. We talk about how it might feel to be bullied and when and who to ask for help. We talk about friendship, how to make friends and that it is OK to have differences from our friends. We also talk about being nice to and looking after other children you might see being bullied.

### Subject Specific Key Vocabulary

<b>bullying</b> Trying to harm or intimidate another person.	<b>bullying behaviour</b> Unwanted, aggressive behaviour that involves a real or perceived power imbalance.	<b>bully</b> Someone who hurts or frightens someone else, over a period of time.	<b>celebrations</b> A special event when you celebrate something.	<b>difference</b> Things that are not the same.	<b>different from</b> To indicate a comparison between two or more things.	<b>deliberate</b> Something intentional or planned.
	<b>included</b> Make part of a whole or set.	<b>similarity</b> The state or fact of being similar.	<b>same as</b> To indicate a comparison between two or more things.	<b>special</b> Something, or someone, that is better than normal.	<b>unique</b> Being the only one of its kind; unlike anything else.	<b>unfair</b> Not following the rules of a game/sport/ Not showing equality or justice.



### What social and emotional skills will we use?

- Recognise ways in which we are the same as our friends and ways we are different
  - Identify what is bullying and what isn't
  - Understand how being bullied might feel
  - Know ways to help a person who is being bullied
- Identify emotions associated with making a new friend
- Verbalise some of the attributes that make us unique and special

### We will learn together:

... that people have differences and similarities.

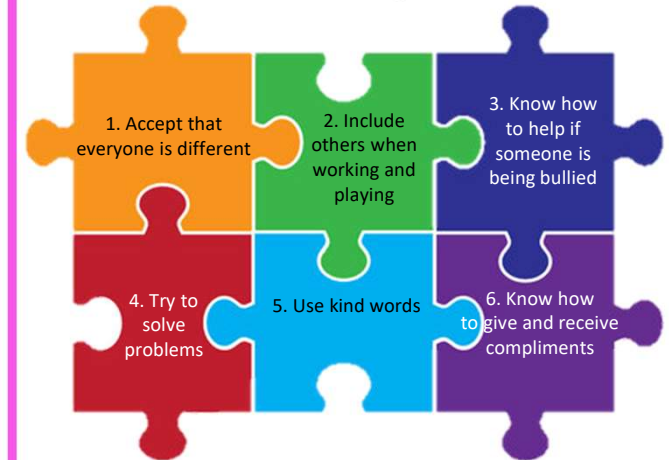
... what bullying means.

... know skills to make friendship.

... who to tell if we or some else is being bullied or is feeling unhappy.

... that people are unique and that it is ok to be different.

### Puzzle outcomes of weekly celebrations



### Learning objectives

1. I can identify similarities between people in my class
2. I can identify differences between people in my class
3. I can tell you what bullying is
4. I know some people who I could talk to if I was feeling unhappy or being bullied.
5. I know how to make new friends
6. I can tell you some ways I am different from my friends

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we talk about setting simple goals, how to achieve them as well as overcoming difficulties when we try. We learn to recognise the feelings associated with facing obstacles to achieving our goals as well as when we achieve them. We discuss partner working and how to do this well.

### Subject Specific Key Vocabulary

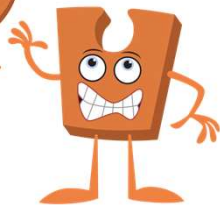
<b>achievement</b> Something we have done well and been successful at.	<b>celebrate</b> To be aware of the good things that people do.	<b>challenge</b> Something that makes us think.	<b>dreams</b> Ambitions or hopes that mean a lot to someone.	<b>feelings</b> An emotion.
<b>goal</b> An ambition or something we want to achieve.	<b>learning</b> Acquiring knowledge or something new.	<b>obstacle</b> Something that might get in the way.	<b>overcome</b> To succeed in dealing with a problem or challenge.	<b>process</b> A series of actions or steps.
<b>proud</b> Being pleased with our own achievements.	<b>stepping stones</b> An action that moves us toward a goal.	<b>success</b> Achieving something and doing it well.	<b>teamwork</b> Working together with one person or more to achieve a goal.	

### Puzzle outcomes of weekly celebrations



### Learning objectives

1. I can set simple goals
2. I can set a goal and work out how to achieve it
3. I understand how to work well with a partner
4. I can tackle a new challenge and understand this might stretch my learning
5. I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them
6. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it



### What social and emotional skills will we use?

- Recognise things that we do well.
- Explain how we learn best
- Celebrate an achievement with a friend
- Recognise our own feelings when faced with a challenge
- Recognise our own feelings when we are faced with an obstacle
  - Recognise how we feel when we overcome an obstacle
- Can store feelings of success so that they can be used in the future

### We will learn together:

... how to identify obstacles which makes achieving our goals difficult and work out how to overcome them.

... how to achieve a goal.

... how to set simple goals.

... how to know when a goal has been achieved.

... how to work well with a partner.

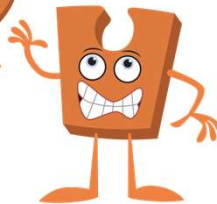
... tackling a challenge can stretch our learning.

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we talk healthy and unhealthy choices and how these choices make us feel. We will talk about hygiene, keeping ourselves clean and that germs can make us unwell. We will learn about road safety as well as people who can help us to stay safe.

### Subject Specific Key Vocabulary

balanced Equal amounts.	body parts Any part of a human being.	choices What we choose to do.	clean Free from dirt and germs.	exercise A physical activity.	green cross code A set of rules to follow when walking on or near the road.
healthy To be in a good physical state or good health.	hygienic How clean and healthy you are.	listen To use your ears to pay attention to a sound.	look To use your eyes to pay attention to what someone or something is doing.	medicines Something to make us feel better.	safety Making sure you are protected (or safe) from danger or getting hurt.
	sleep A period of rest.	toiletries Items used to clean ourselves.	trust To believe in how true something is, or how honest somebody is being.	unhealthy Not showing good health.	wait To stay where you are until a particular time.



### What social and emotional skills will we use?

- Keep ourselves safe
- Recognise how being healthy helps us to feel happy
- Recognise ways to look after ourselves if we feel poorly
- Recognise when we feel frightened and know how to ask for help
- Feel good about ourselves when we make healthy choices
  - Realise that we are special

### We will learn together:

... how to keep ourselves safe.

... ways to look after ourselves if we feel poorly.

...how to feel good about ourselves when we make healthy choices.

... how being healthy helps us to feel happy.

... recognise when we feel frightened and know how to ask for help.

... that we are special.

### Puzzle outcomes of weekly celebrations



### Learning objectives

1. I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
2. I know how to make healthy lifestyle choices
3. I know how to keep myself clean and healthy, and understand how germs cause disease/illness
4. I understand that medicines can help me if I feel poorly and I know how to use them safely
5. I know how to keep safe when crossing the road, and about people who can help me to stay safe
6. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

# PSHE/RSHE Knowledge Organiser

## Year 1: Summer Term 1 Puzzle - Relationships



### People who help us and where to ask for help:

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle our breadth of relationships is widened to include people we may find in our school community. We consider our own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, we learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. We also consider our own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

### Subject Specific Key Vocabulary

<b>appreciate</b> Recognising the full worth of someone or something.	<b>belong</b> To be a member of a group, such as a family.	<b>caring</b> To show kindness and concern for others.	<b>celebrate</b> To be aware of the good things that people do.	<b>community</b> Sharing a common vision.	<b>confidence</b> To believe you can rely on someone or something.	<b>different</b> Not being the same.
<b>dislike</b> To not find something or somebody enjoyable or pleasant.	<b>family</b> A group of people who are related.	<b>feelings</b> An emotion.	<b>friendship</b> A relationship between two or more people.	<b>greeting</b> A way of saying "hello".	<b>helpful</b> To be useful or give help to others.	<b>incredible</b> Something fantastic.
<b>kind</b> To be friendly towards others.	<b>praise</b> To approve of or appreciate someone or something.	<b>proud</b> Being pleased with our own achievements.	<b>qualities</b> Characteristics that someone or something has.	<b>relationships</b> How others behave towards each other	<b>same</b> Nothing is different between some people or things.	<b>self-belief</b> To believe in your own abilities.
		<b>sharing</b> To give part of something you have to others.	<b>special</b> Something, or someone, that is better than normal.	<b>skills</b> The ability to do something well.	<b>texture</b> How something feels when you touch it.	<b>touch</b> To come into contact with someone or something.

### What social and emotional skills will we use?

- Can express how it feels to be part of a family and to care for family members
  - Can say what being a good friend means
  - Can identify forms of physical contact we prefer
- Can say no when we receive a touch we don't like
  - Can show skills of friendship
  - Can praise ourselves and others
- Can recognise some of our personal qualities
- Can say why we appreciate a special relationship

### We will learn together:

... that everyone's family is different.

... that families are founded on belonging, love and care.

... that physical contact can be used as a greeting.

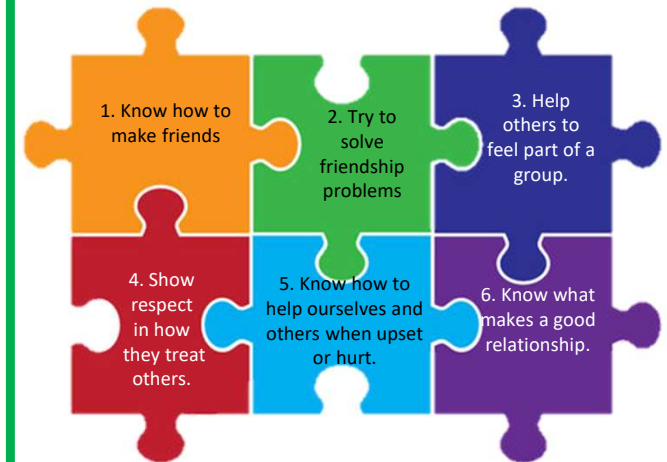
... how to make a friend.

... about the different people in the school community and how they help.

... who to ask for help in the school community.

... the characteristics of healthy and safe friends.

### Puzzle outcomes of weekly celebrations



1. Know how to make friends

2. Try to solve friendship problems

3. Help others to feel part of a group.

4. Show respect in how they treat others.

5. Know how to help ourselves and others when upset or hurt.

6. Know what makes a good relationship.

### Learning objectives

1. I can identify the members of my family and understand that there are lots of different types of families
2. I can identify what being a good friend means to me
3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer
4. I know who can help me in my school community
5. I can recognise my qualities as a person and a friend
6. I can tell you why I appreciate someone who is special to me

# PSHE/RSHE Knowledge Organiser

## Year 1: Summer Term 2 Puzzle - Changing Me



### People who help us and where to ask for help:

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we are introduced to life cycles, e.g. that of a frog and identify the different stages. We compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. We discuss how we have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, we are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). We are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. We practise a range of skills to help manage our feelings and learn how to access help if we are worried about change, or if someone is hurting us.

### Subject Specific Key Vocabulary

<b>adult</b> A person who is fully grown or developed.	<b>adulthood</b> The period of a person's life from 18 years old onwards.	<b>anus</b> The opening where your bowel movements (poo) come out.	<b>anxious</b> Feeling or showing worry.	<b>baby</b> A very young child.	<b>changes</b> To make something different.	<b>coping</b> To deal effectively with something difficult.
<b>excited</b> To be very enthusiastic about something.	<b>female</b> A gender.	<b>feelings</b> An emotion.	<b>grow</b> The act or process of growing.	<b>grown-up</b> Another word for an adult.	<b>life-cycles</b> The series of changes in the life of an organism.	<b>mature</b> Fully developed physically, full grown.
	<b>male</b> A gender.	<b>penis</b> The male genital organ carrying ducts for the transfer of sperm.	<b>testicles</b> The two oval organs that produce sperm in men, enclosed in the scrotum behind the penis.	<b>vulva</b> The external opening of the female genitals.	<b>vagina</b> The internal muscular tube of the female genitals.	<b>worried</b> Feeling or showing worry.



### What social and emotional skills will we use?

- Understand and accept that change is a natural part of getting older
- Can suggest ways to manage change, e.g. moving to a new class
- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
  - Can express why we enjoy learning

### We will learn together:

... the names of male and female private body parts.

... that people grow up at different rates and that is normal.

... that learning brings about change.

... that there are correct names for private body parts and nicknames, and when to use them.

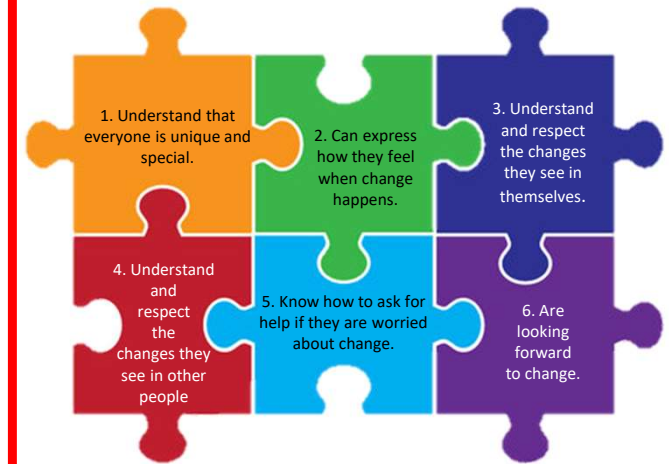
... that animals including humans have a life cycle.

... that changes happen when we grow up.

... which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.

... who to ask for help if we are worried or frightened.

### Puzzle outcomes of weekly celebrations



### Learning objectives

1. I am starting to understand the life cycles of animals and humans
2. I can tell you some things about me that have changed and some things about me that have stayed the same
3. I can tell you how my body has changed since I was a baby
4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus
5. I understand that every time I learn something new I change a little bit
6. I can tell you about changes that have happened in my life