Knowledge Organiser

Year 1 – Keeping & Staying Safe

Year Intent

In Year 1, children build an early understanding of how to stay safe in everyday situations. They explore their existing ideas about safety across familiar environments such as home, school and the wider community, beginning to recognise situations that may involve risk and identify safe and unsafe choices.

Children learn simple strategies that help keep themselves and others safe and understand how to ask a trusted adult for help. They also develop their understanding of road, passenger and pedestrian safety, including recognising safe places to cross and why these rules are important.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety; Health protection and prevention

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about how to stay safe in different environments
- begin to recognise situations that may involve risk
- identify safe and unsafe choices in everyday scenarios
- suggest simple strategies that can help keep themselves and others safe

Road Safety - *Pupils should...*

- understand why it is important to stay safe when crossing the road
- recognise a range of safe places to cross the road
- understand the differences between safe and risky choices
- know different ways to help us stay safe



Ask me a question!

What do you need to keep safe from?

Can you list some road safety rules?

How can you stay safe in a vehicle?

Who keeps us safe?

How can we keep ourselves and others safe?

How can we stay safe from sun rays?

How can you cross a road safely?

I will learn the following new words/phrases:

I now know...

Community	A group of people living in the same place or sharing a common interest.
Discuss	To talk about something with another person or group.
Choice	To pick or choose between two or more possibilities.
Pedestrian	A person walking rather than travelling in a vehicle, such as a car.
Zebra Crossing	A black and white road crossing where drivers should stop to let any pedestrians cross.
Pelican Crossing	A road crossing controlled by traffic lights.
Puffin Crossing	A road crossing with sensors that can detect when a pedestrian is still on the crossing.
Toucan Crossing	A road crossing which both pedestrians and cyclists can use.
Avoid	To keep away from.
Situation	What is happening now.
Risk	The possibility that something unpleasant or dangerous will happen.
Safe	Not likely to cause or lead to harm or injury.
Imaginary	Something that only exists in your mind or imagination.

Knowledge Organiser

Year 1 – Keeping & Staying Healthy

Year Intent

In Year 1, children begin to develop an early understanding of how to stay healthy in everyday life. They explore their ideas about what helps keep their bodies and minds well, recognising healthy and less healthy choices at home, at school and in the community.

Children learn simple habits that support good health, such as eating balanced foods, being active and keeping clean.

They also learn how germs can spread and the importance of routines like washing hands.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; General wellbeing; Physical health and fitness; Healthy eating; Health protection and prevention

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about what helps people stay healthy
- begin to recognise choices that help keep their bodies healthy
- identify healthy and less healthy choices in everyday situations
- suggest simple habits that help keep themselves and others healthy

Washing Hands - *Pupils should...*

- understand why it is important to wash our hands
- explain how germs spread and how they affect our health
- demonstrate correct handwashing technique
- begin to identify healthy and unhealthy choices

I will learn the following new words/phrases:

I now know...

Healthy	In good physical or mental condition.
Unhealthy	Not in good physical or mental condition.
Germs	Tiny organisms that can cause disease.



Ask me a question!

What does a healthy person look like?

What does an unhealthy person look like?

When should we wash our hands?

How can you stay healthy?

Why is important to wash our hands?

What are germs? What can they do?

Knowledge Organiser

Year 1 – Our World

Year Intent

In Year 1, children begin to develop an early understanding of the world around them and how living things grow and are cared for.

They explore their ideas about what lives and grows in our world and begin to understand the needs of a baby.

Pupils recognise what they can do for themselves as they grow and develop greater independence. They also explore family life and understand how families care for one another.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; General wellbeing; Health protection and prevention; Respectful, kind relationships; Developing bodies (early introduction to human life cycle)

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about what lives and grows in our world
- begin to recognise that people, animals and plants need care to grow and stay healthy
- identify who helped to look after them when they were babies
- suggest simple ways they are learning to look after themselves as they grow

Growing in Our World - *Pupils should...*

- understand the needs of a baby
- explain what you can do for yourself now you are older
- describe the common features of family life
- recognise the ways in which your family is special and unique

I will learn the following new words/phrases:

I now know...

Planet	A planet is a large object that orbits a star.
World	The earth, together with all of its countries and people
Environment	The surroundings or conditions in which a person, animal, or plant lives or operates.
Humans	Being, relating to, or belonging to a person or to people.
Reproduce	To create another life
Protect	Keep safe from harm or injury
Unique	Being the only one of its kind; unlike anything else.
Common	Occurring, found, or done often.

Ask me a question!

What things grow on Earth?

What do all families have in common?

What can you do for yourself now, that you couldn't do as a baby?

What does a baby need to grow?



Knowledge Organiser

Year 1 – Computer Safety

Year Intent

In Year 1, children begin to develop an early understanding of technology and how it forms part of everyday life.

They explore their ideas about devices such as computers and tablets and consider how technology can be used in helpful ways.

Pupils learn that the same kindness and respect shown in real life should also apply when using technology. They also begin to understand who they can ask for help if something worries them.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; Caring friendships; General wellbeing

Ask me a question!

What are the positives and negatives of being online?

Who could you talk to if you experience someone being unkind to you?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their ideas about using computers and the internet
- begin to recognise when something online may not be safe
- identify safe and unsafe choices when using technology
- suggest ways to stay safe online and ask an adult for help

Online Bullying - *Pupils should...*

- understand how your online actions can affect others
- identify the positives and negatives of using technology
- know who and how to ask for help
- recognise kind and unkind comments

I will learn the following new words/phrases:

I now know...

Online	Connected to or controlled by a computer or network.
Positive	Full of hope and confidence.
Negative	Not helpful or constructive





Knowledge Organiser

Year 1 – Being Responsible

Year Intent

In Year 1, children begin to develop an early understanding of what it means to be responsible in everyday situations. They explore what they can do for themselves and how they can help others at home and at school.

Children begin to recognise the things they are responsible for and learn simple ways to prevent accidents, such as dealing with spillages safely.

They also learn the difference between responsible and irresponsible behaviour.

Curriculum Links

Statutory RSHE Links

General wellbeing; Personal safety; Respectful, kind relationships; Families and people who care for me; Basic first aid; Caring friendships

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about what they can do for themselves and what they are responsible for
- begin to recognise responsibilities they have at home and at school
- identify ways their responsibilities may change as they grow and become more independent
- suggest who can help and support them when they need guidance or assistance

Water Spillage - *Pupils should...*

- explain how you can help people around you
- understand the types of things you are responsible for
- know how and understand the importance of preventing accidents
- recognise the differences between being responsible and being irresponsible

Ask me a question!

What are you responsible for?

What new things may you be responsible for as you grow?

How can we prevent accidents?

How can we be responsible in the classroom?

I will learn the following new words/phrases:

I now know...

Responsibility	Something you are expected to do.
Responsible	To have control or be in charge of something. Capable of being trusted.
Accident	Something that is unplanned. It happens by chance and is often a negative event.
Honesty	To speak the truth.
Dishonest	To not tell the truth or to tell lies.





Knowledge Organiser

Year 1 – Feelings & Emotions

Year Intent

In Year 1, children begin to develop an early understanding of feelings in everyday situations. They share their ideas about different emotions and recognise how feelings can affect their bodies and behaviour.

Children learn to name a range of feelings and understand the difference between pleasant and unpleasant ones.

They explore simple ways to express their feelings through words and actions and learn basic strategies to help manage uncomfortable emotions.

Curriculum Links

Statutory RSHE Links

General wellbeing; Caring friendships; Respectful, kind relationships

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about different feelings and emotions they may experience
- begin to recognise situations that may cause different feelings
- identify a range of feelings in everyday situations
- suggest simple ways they and others can express and manage their emotions

Jealousy - *Pupils should...*

- identify and name difficult feelings, such as jealousy, and describe some physical signs they may notice
- know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them
- learn and practise simple strategies to manage difficult feelings in positive ways
- recognise that feelings can be shown through words, actions and body language

I will learn the following new words/phrases:

I now know...

Recognising	Identifying someone or something from previous experience or contact.
Loneliness	The feeling of being alone, even when people are around.
Frustration	Feeling upset or annoyed because you cannot change or achieve something.
Experience	Gaining knowledge or skill from doing, seeing, or feeling things.
Jealousy	A feeling of envy towards another person and what they have or can do.



Ask me a question!

Can you describe the feeling of jealousy?

Who can support us with our feelings/emotions?

How do we experience feelings and emotions in our bodies?

How can we reduce the unpleasant effects of negative emotions?

Knowledge Organiser

Year 1 – Relationships

Year Intent

In Year 1, children begin to develop an early understanding of positive relationships in everyday life. They explore their ideas about how people show care, kindness and respect at home and at school.

Children begin to recognise behaviours that help build positive relationships and those that may upset others. They learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Caring friendships; Respectful, kind relationships; Being safe

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about how people can treat others kindly and respectfully
- begin to recognise behaviours that help build positive relationships
- identify kind and unkind behaviours in everyday situations
- suggest simple ways they can show kindness and respect to others

Friendship - *Pupils should...*

- explain how to be a good friend
- recognise kind and thoughtful behaviours
- understand the importance of caring about other people's feelings
- be able to see a situation from another person's point of view

I will learn the following new words/phrases:

I now know...

Relationship	A connection between two or more people or things.
Love	Strong feelings of affection for another person, activity, or object.
Security	Feeling safe and free from fear or danger.
Stability	Reliable or unlikely to change suddenly.
Disagree	To have a different opinion. The opposite of agree.



Ask me a question!

How can you show that you care about special people/things?

What makes a good friend?

What types of relationships are there?

What kind of things can friends fall out over or disagree about?

What can we do if we fall out with our friends?

Knowledge Organiser

Year 1 – A World Without Judgement

Year Intent

In Year 1, children begin to develop an early understanding of fairness, choice and respect for others. They explore their existing ideas about how groups make decisions together and learn that everyone's voice can be heard.

Pupils begin to understand what democracy means in simple terms, recognising times when people vote or choose things together.

They also learn that people may think differently and begin to explore ways to make fair choices when they do not agree.

Curriculum Links

Statutory RSHE Links

Caring friendships; Respectful, kind relationships; Being safe

Wider PSHE Links

Economic wellbeing; Careers education: aspirations, learning and work

Ask me a question!

What does it mean to be fair?

Why is it important to share and take turns?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about rules, fairness and how we treat others kindly
- begin to recognise why rules help keep classrooms and communities fair and safe
- identify ways they can show kindness, respect and fairness to others
- suggest simple ways they can make positive choices and help everyone feel included

Democracy - *Pupils should...*

- understand what a democracy is
- spot times when people vote or choose things together
- know that people can think differently
- talk about ways to make fair choices when we do not agree



I will learn the following new words/phrases:

I now know...

Democracy	A way people choose leaders by voting and sharing ideas together.
Individual Liberty	Being free to make your own choices while respecting others' rights.
Rule of Law	Everyone must follow the same laws, even leaders and people in power.
Tolerance	Accepting people who are different from you and treating them kindly.
Fair	Treating everyone equally, sharing nicely, and making sure rules are followed.
Rules	Clear instructions about what we should do to stay safe and kind.
Included	Feeling welcomed and part of a group where everyone gets a turn.
Vote	To choose something or someone by raising a hand or marking paper.
Choose	Pick what you like best from different options or ideas given.
Election	A special time when people vote to pick leaders or make decisions.
Conflict	A disagreement or problem between people who want different things or ideas.
Patient	Waiting calmly without getting upset, even when things take a long time.

Knowledge Organiser

Year 1 – Fire Safety

Year Intent

In Year 1, children begin to develop an early understanding of the people and services that help keep communities safe. They explore their ideas about emergencies and learn about the roles of emergency services, with a particular focus on the Fire Service.

Pupils begin to recognise how their actions can affect others and understand why hoax calls are dangerous.

Through discussion and activities, they learn simple ways to stay safe and share their knowledge of fire safety.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal Safety; Basic first aid

Wider PSHE Links

Careers education: aspirations, learning and work



Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about how people stay safe and who helps keep us safe in our community
- begin to recognise situations that may be emergencies or unsafe
- identify emergency services, such as the Fire Service, and understand how they help people
- suggest simple actions that help keep themselves and others safe in everyday situations

Hoax Calling - *Pupils should...*

- understand the importance of being responsible and how our actions/ choices can affect others
- know what a 'hoax call' is and why it can be risky
- explain why our emergency services are an important part of our community
- show my knowledge of fire safety to others



I will learn the following new words/phrases:

I now know...

Burgled	When a building is illegally entered and items are stolen.
Collapsed	A person or structure that suddenly falls down.
Hoax	When you trick someone into believing that something fake is real or genuine.
Emergency	A crisis or dangerous situation that requires immediate action.

Ask me a question!

Who can help keep us safe?

What is an emergency?

What is a hoax call?