Knowledge Organisers

Year 6 – Keeping & Staying Safe

Year Intent

In Year 6, children consolidate and extend their understanding of how to keep themselves and others safe by recognising a wider range of risks and warning signs. They explore strategies that help prevent accidents and promote safe behaviour in different situations.

Pupils consider the consequences of unsafe actions and develop the confidence to justify responsible choices. As they prepare for greater independence, they learn when to seek support and identify trusted people who can help maintain their safety and wellbeing.

Curriculum Links

Statutory RSHE Links

Being safe; Personal safety; Caring friendships; Families and people who care for me

Ask me a question!

How can we keep safe at home, at school, and in the community?

How can we stay safe when riding a bike?

Knowledge & Skills Progression

Water Safety - *Pupils should...*

- identify a range of danger signs
- develop and name strategies that can help keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident

What I've Learnt - *Pupils can...*

- confidently apply and justify strategies that help keep themselves and others safe in different environments
- evaluate situations and respond responsibly when they or others may be at risk
- clearly explain and justify the difference between safe and risky choices
- take increasing responsibility for making safe decisions at home, at school and in the community

I will learn the following new words/phrases:

I now know...

Danger	Likely to cause harm or injury. Something that is not safe.
Consequences	A result or effect, often one that is unpleasant.
Water safety	The procedures, precautions and policies associated with safety in, on, and around bodies of water.
Water pollution	When harmful substances contaminate a stream, river, lake, ocean.
Hidden currents	A constant flow of water in the ocean.
Warning flags	A flag used to identify or draw attention to a problem or issue to be dealt with.



Knowledge Organiser

Year 6 – Keeping & Staying Healthy

Year Intent

In Year 6, children consolidate and extend their understanding of how to maintain a healthy lifestyle by exploring the risks associated with alcohol and how it can affect immediate and future health.

They learn to recognise risky choices and evaluate how situations and influences may affect decision making.

As they prepare for greater independence, pupils develop strategies to make responsible, healthy choices and reflect on how their actions can support their own wellbeing and that of others.

Curriculum Links

Statutory RSHE Links

General wellbeing; Personal safety; Health protection and prevention; Being safe; Healthy eating; Drugs, alcohol, tobacco, and vaping

Ask me a question!

What affects can alcohol have on your body?

If you or anyone you know is struggling with a mental health issue, what could you do?

Extension lesson question – what affects can drugs have on your body?

Knowledge & Skills Progression

Alcohol - *Pupils should...*

- identify what is a risky choice
- explain the risks associated with alcohol
- describe how alcohol can affect your immediate and future health develop and recognise skills and strategies to keep safe

To review drug extension skills progression see topic/notes.

What I've Learnt - *Pupils can...*

- confidently apply and justify healthy choices that support their own health and wellbeing
- evaluate situations and influences that may affect their health and respond responsibly
- clearly explain and justify the difference between healthy and unhealthy choices
- take increasing responsibility for maintaining healthy habits and supporting the wellbeing of themselves and others



I will learn the following new words/phrases:

I now know...

Alcohol	A chemical called ethanol that is found in alcoholic drinks.
Ethanol	A chemical compound that is a type of alcohol.
Fermentation	A chemical change that happens in vegetable and animal substances.
Unit	A way to tell how strong your drink is.
Legal age limit	An age under or over which something can or cannot be done.
Alcohol poisoning	When a person drinks a toxic amount of alcohol.

Extension Lesson Vocabulary

Cannabis	A drug that comes from a plant.
Illegal drugs	Drugs which a person is not allowed to own or use.
Mental illness	Health conditions involving changes in thinking, emotion or behaviour.
Criminal offence	The act of breaking a law or rule or doing something wrong.
Substances	The material, or matter, of which something is made.

Knowledge Organiser

Year 6 – The Working World

Year Intent

In Year 6, children consolidate and extend their understanding of money, work and financial responsibility in everyday life.

They explore money-related terms and consider different ways money can be spent, including through technology and online purchases.

Pupils recognise the potential impact of spending money without permission and learn strategies for saving. They also consider how their actions can show responsibility now by contributing positively to their home, school and community.

Curriculum Links

Statutory RSHE Links

Wellbeing online; Families and people who care for me; Respectful, kind relationships

Wider PSHE Links

Economic wellbeing; Careers education: aspirations, learning and work

Ask me a question!

Can you explain how we can spend money via technology?

How can you help your family save money?

How can we spend money?

Knowledge & Skills Progression

In-App Purchases- *Pupils should...*

- know and understand various money-related terms
- recognise some of the ways in which we can spend money via technology
- describe the potential impact of spending money without permission
- identify strategies to save money

What I've Learnt - *Pupils can...*

- confidently apply and justify responsible decisions when managing money and considering spending choices in everyday and online situations
- evaluate situations and respond appropriately when spending, saving or making purchases that may affect themselves or their household
- clearly explain and justify the difference between responsible and irresponsible choices when using money, including online and in-app purchases
- take increasing responsibility for understanding how work, earning, saving and spending money can affect individuals, families and communities



I will learn the following new words/phrases:

I now know...

Bank account	An arrangement that allows you to keep your money in a bank.
Loan	An amount of money that you borrow and pay back with interest.
Tax	An amount of money you pay to the government.
Interest	You can earn a certain amount of money back when you save. Or if you have borrowed money, you may have to pay interest back.
Debit card	A small plastic card that allows the holder to spend their own money on goods and services.
Credit card	A small plastic card that allows the holder to borrow money to purchase goods or services and pay for them at a later date.
Wages	The amount of money your employer pays you.
Debt	An amount of money that you owe someone or something, such as a bank.
In-app purchases	Extra content or subscriptions that you buy inside an app.
Budget	To plan to spend money for a particular purpose.
Comparison	The act of showing that something is similar or equal to something else.
Fairtrade	A product with the FAIRTRADE Mark means producers and businesses have met internationally agreed standards which have been independently certified.
Gambling	The activity or practice of playing at a game of chance for money or other stakes.

Knowledge Organiser

Year 6 – Computer Safety

Year Intent

In Year 6, children consolidate and extend their understanding of how to use technology safely and responsibly. They explore the range of applications they may use now and in the future and consider why some platforms have age restrictions.

Pupils recognise that people online may not always be who they say they are and evaluate situations that may place themselves or others at risk.

They develop strategies to stay safe online and offline as they prepare for greater independence.

Curriculum Links

Statutory RSHE Links

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



Knowledge & Skills Progression

Making Friends Online- *Pupils should...*

- list the key applications that we may use now and in the future
- know and understand why some applications have age restrictions
- identify ways to keep yourself and others safe in a range of situations online and offline
- recognise that people may not always be who they say they are online

What I've Learnt - *Pupils can...*

- confidently apply and justify strategies that help them use technology safely and responsibly in different environments
- evaluate online situations and respond appropriately when they or others may be at risk or feel pressured to share information or images
- clearly explain and justify the difference between safe and risky choices when using technology and communicating online
- take increasing responsibility for making safe and respectful decisions when using devices at home, at school and in the wider community

I will learn the following new words/phrases:

I now know...

Application	A program or piece of software, mostly found on smartphones and tablets.
Pretending	To behave as if something is true when you know that it is not.
Age restriction	An age under or over which something can or cannot be done.
Online activity	Activities performed on and data available on the Internet.
Social media sites	An online platform which people use to build social networks or social relationships with other people.
Password	A secret word or phrase that must be used to gain admission to a place.

Ask me a question!

Why are there age restrictions on certain apps and games?

How can we keep ourselves safe online?

If you were worried about someone else's online activity, what could you do?

If you wanted to meet an online friend in real life, how could you make sure you were safe?

Knowledge Organiser

Year 6 – Being Responsible

Year Intent

In Year 6, children consolidate and extend their understanding of what it means to act responsibly towards themselves and others.

They revisit concepts such as consent, honesty and trust, recognising how these support positive relationships. Pupils consider how their choices and behaviours can impact others, including the consequences of irresponsible actions.

They develop the confidence to evaluate situations, justify responsible decisions and take increasing responsibility for their actions as they prepare for greater independence.

Curriculum Links

Statutory RSHE Links

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

Ask me a question!

What are the differences between borrowing and stealing?

Can you explain a time where you may need to seek permission?

Can you describe the meaning of consent?

Knowledge & Skills Progression

Stealing - *Pupils should...*

- explain what consent means
- recognise the importance of being honest and not stealing
- understand why it is important to have a trusting relationship between friends and family
- identify how making some choices can impact others' lives in a negative way

What I've Learnt - *Pupils can...*

- confidently demonstrate and justify responsible behaviours that support themselves and others in different environments
- evaluate situations and respond appropriately when responsible choices are needed
- clearly explain and justify the difference between responsible and irresponsible choices
- take increasing responsibility for their actions and decisions at home, at school and in the community



I will learn the following new words/phrases:

I now know...

Consent	To give permission or approval, to agree.
Possession	The condition of having or owning something.
Permission	Approval to do something.
Trust	Firm belief in the reliability, truth, or ability of someone or something.
Borrowing	When you take and use something that belongs to someone else, with their permission. After using it, you return it.
Stealing	When you take something from someone without permission and do not intend to return it.
Responsible	Having good judgement and the ability to act correctly and make decisions on your own.
Irresponsible	Not thinking enough or not worrying about the possible results of what you do.

Knowledge Organiser

Year 6 – Feelings & Emotions

Year Intent

In Year 6, children consolidate and extend their understanding of feelings and emotions as they prepare for new experiences and greater independence.

They explore how emotions such as worry may arise during times of change, including the transition to secondary school, and how these feelings can affect thoughts and behaviour. Pupils develop strategies to manage emotions in positive ways.

They also reflect on communicating worries, seeking support from trusted people and taking responsibility for their emotional wellbeing.

Curriculum Links

Statutory RSHE Links

General wellbeing; Families and people who care for me; Caring friendships; Respectful, kind relationships: Developing bodies

Ask me a question!

Who could you talk to to help you manage a difficult emotion?

How can you manage feelings of worry?

If someone you know is feeling worried, what could you do to help?

Knowledge & Skills Progression

Worry - *Pupils should...*

- recognise situations that may cause feelings of worry, including changes and new experiences such as moving to secondary school
- explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change
- apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations
- reflect on ways to communicate worries and seek support from trusted people when preparing for new experiences such as secondary school

What I've Learnt - *Pupils can...*

- confidently apply and justify strategies that help them manage and express their emotions in positive and responsible ways
- evaluate situations and respond appropriately when emotions may affect their behaviour or relationships
- clearly explain and justify the difference between helpful and unhelpful ways of expressing emotions
- take increasing responsibility for managing their feelings and supporting the emotional wellbeing of themselves and others

I will learn the following new words/phrases:

I now know...

Worry	To feel anxious or troubled over actual or potential problems.
Anxious	Feeling worried, nervous, or afraid about something certain or uncertain.
Troubled	Having problems or difficulties. Feeling nervous or worried.
Positive action	Doing something that results in a good or beneficial outcome.
Prepare for change	To make or get ready for something different.
Mindfulness	Slowing down to really notice what you're doing.
Strategies	A plan, method, or series of actions meant to perform a particular goal or effect.
Managing emotions	To look after and make decisions about your feelings.



Knowledge Organiser

Year 6 – Growing & Changing

Year Intent

In Year 6, children revisit their learning on puberty and growing up. We involve the school nursing team in this topic to build on prior learning in Year 5.

They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships.

Curriculum Links

Statutory RSHE Links

Developing bodies; Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing;

Ask me a question!

What does the brain release in order for puberty to begin?

How long do periods normally last?

What changes do females and males go through during puberty?

What coping strategies can help us through puberty?

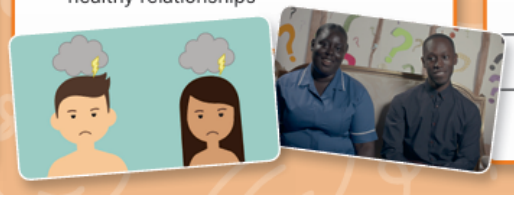
Knowledge & Skills Progression

Puberty - *Pupils should...*

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed
- identify key ideas and strategies shared by others that help people build and maintain healthy relationships
- reflect on and build their own understanding of relationships using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships



I will learn the following new words/phrases:

I now know...

Puberty	When a child matures physically and the reproductive system becomes active.
Hormone	A chemical substance made in the body, which controls the activity of other cells and organs.
Anonymous question	When someone asks a question without revealing their name or identity.
Vagina	A canal that leads from the female uterus to the outside of the body.
Vulva	External female genitalia that surround the opening to the vagina.
Ovaries	A reproductive organ where eggs are produced.
Fallopian tube	The tube where the female egg travels to the womb (uterus).
Penis	A male organ that urine and sperm pass through.
Testicles	Two male sex glands where sperm is produced.
Bladder	An organ inside the body where urine is stored.
Scrotum	A soft sac which holds and protects the testicles.

Knowledge Organiser

Year 6 – A World Without Judgement

Year Intent

In Year 6, children consolidate and extend their understanding of respect, equality and British values by exploring how people of different religions and beliefs can live together in a diverse society.

They learn about the range of beliefs represented in the UK and develop a clearer understanding of each of the British values.

Pupils consider how shared values support fairness and cohesion within communities and create their own set of values for their educational setting.

Curriculum Links

Statutory RSHE Links

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

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

Can you name any of the British values?

Can you name one of your class/school values?

Knowledge & Skills Progression

Worry - *Pupils should...*

- understand that there are a wide range of religions and beliefs in the UK
- describe each of the British values
- create a range of values for your educational setting
- explain how all religions can live in cohesion

What I've Learnt - *Pupils can...*

- confidently demonstrate and justify respectful behaviours that support fairness, equality and inclusion in different environments
- evaluate situations and respond responsibly when people's beliefs, values or backgrounds may be treated unfairly
- clearly explain and justify the importance of British values, including respect for different religions and beliefs
- take increasing responsibility for promoting respect, tolerance and cohesion within their school and wider community

I will learn the following new words/phrases:

I now know...

Democracy	We all have equal rights. Everyone has a voice and should be listened to.
Rule of Law	We should know what is right and wrong and behave within the boundaries of the law.
Individual Liberty	We are free to be ourselves.
Mutual Respect	We have a right to be respected for our choices. I know my actions affect others.
Tolerance of those with different faiths and beliefs	We should treat others as we want to be treated. All people are included, whatever their faith.
Stereotype	A set idea that people have about something or someone is like.
British values	A government initiative to teach students the values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
Cohesion	Everyone fits together well and works as a whole.
Equal rights	The concept that every person is to be treated equally by the law.

Knowledge Organiser

Year 6 – First Aid

Year Intent

In Year 6, children consolidate and extend their understanding of first aid by recognising a wider range of situations where someone may need medical help.

They explore how to respond safely to injuries or illnesses such as burns, fractures and suspected heart attacks.

Pupils consider the importance of acting calmly and responsibly in an emergency and develop the confidence to apply their first aid knowledge, while understanding these are important skills they will hopefully never need to use.

Curriculum Links

Statutory RSHE Links

Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

What should you do if you believe someone is having a heart attack?

How could you treat a minor burn or scald?

How could you spot a broken/ fractured bone?

Knowledge & Skills Progression

First Aid Year 6 Part 2 - *Pupils should...*

- identify a range of situations that may require first aid
- recognise how to support someone with a minor burn or scald
- explain how to support someone who is having a heart attack
- understand how to support someone with a fractured bone
- know when to call for medical help

What I've Learnt - *Pupils can...*

- confidently apply and justify first aid strategies that help keep themselves and others safe in a range of emergency situations
- evaluate situations and respond appropriately when someone may require first aid or urgent medical support
- clearly explain and justify appropriate first aid responses for injuries or illnesses such as burns, fractures or suspected heart attacks
- take increasing responsibility for recognising when to seek medical help and supporting others safely until help arrives

I will learn the following new words/phrases:

I now know...

Minor	Lesser in importance, seriousness, or significance.
Nauseous	To feel sick in your stomach, as if you might vomit.
Incident	An event or occurrence.



