



Term 3

Unit Overview: LKS2 PSHE

Keeping Safe

<p><u>Key questions</u></p> <p><u>Managing risks:</u></p> <ul style="list-style-type: none"> ❖ What makes a situation risky? ❖ Can a risky situation be changed? How? ❖ Why do some people choose to take risks? ❖ Why do some people choose to avoid risky situations? <p><u>Staying safe online:</u></p> <ul style="list-style-type: none"> ❖ Why is it important to keep personal details safe when online? ❖ Is all information that we online always true? ❖ How do some people try to find out personal information? Can this cause any problems? <p><u>Drugs and their risks:</u></p> <ul style="list-style-type: none"> ❖ What are the risks of cigarettes and alcohol? ❖ Can medicines be both helpful and harmful? Why? ❖ What other things can be helpful and harmful to a person's health? ❖ What can make people take risks? 	<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> ❖ Identify risk factors in given situations. ❖ Define the words danger and risk and explain the difference between the two. ❖ Define the word 'drug' and understand that nicotine and alcohol are both drugs. ❖ To recognise the potential risks with browsing online ❖ Recognise and describe appropriate behaviour online as well as offline. <ul style="list-style-type: none"> • I can say what I could do to make a situation less risky or not risky at all. • I can say why medicines can be helpful or harmful. • I can tell you a few things about keeping my personal details safe online. • I can explain why information I see online might not always be true. 	<p><u>Vocabulary</u></p> <p>Alcohol, personal details, risk(risky), internet safety, cigarettes, private, nicotine, trust, medicines, public, unsafe, search engine, harmful, situation, e-cigarettes, vapes</p> <p><u>Phonics / polysyllabic words</u></p> <p>Harm/ful – polysyllabic Situation – 'tion'</p>
<p><u>Subject skills</u></p> <ul style="list-style-type: none"> ❖ Role-play and drama to explore how our actions can impact others. ❖ Circle time/quality talk led by the children focused on bullying and what people can do to get help. ❖ Give advice to the mascot's about how they could deal with different situations. ❖ Have clear and focused discussions around topics and establish what it means to be respectful and tolerant of others. 	<p><u>PSHE themes:</u></p> <p>Managing risk Staying safe online Drugs and their risks</p> <p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ <u>Democracy:</u> Children are encouraged to ask and answer questions about their learning, development and school environment. Supporting children to have discussions with their peers in a respectful way. ❖ <u>The rule of law:</u> Identifying right from wrong and recognising the importance of laws, including those that govern the class, the school or the country. Creating rules and expectations to follow during all lesson and in PSHE to make sure everyone experiences a safe learning environment. ❖ <u>Respect and Tolerance:</u> Promoting individual differences and respecting how people can have different feelings in the same 	<p><u>Linked texts:</u></p> <p>Staying safe online – Louie Stowell.</p> <p><u>Possible misconceptions</u></p> <p>Some children may think that all drugs are bad.</p> <p><u>Christian Values:</u></p> <p><u>Courage:</u> Children will develop the skill of recognising what is right from wrong and find the courage and conviction to make the best choices. Children will learn about different feelings and be</p>



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<p>❖ Listen to other children’s views and opinions in the class and consider how their feelings may be different to your own.</p>	<p>situation. All children listen and respect others’ opinions when discussing different topics.</p> <p>❖ Mutual respect: Children learn that their behaviours and actions have an effect on their own rights and those of others.</p>	<p>able to reflect courageously on their own emotions.</p> <p>Respect: The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p>
<p>Prior learning <u>Me and my relationships</u> KS1 Feelings Getting help Classroom rules Special people Being a good friend</p> <p>LKS2 Solving problems Looking after our special people Special friends Dares</p>	<p>Future learning LKS2 Year B <u>Keeping safe</u> Danger, risk or hazard? How dare you! Keeping ourselves safe Raising challenge Picture wise Medicines: check the label Know the norms Traffic lights</p>	<p>Trust: Understanding that all relationships require an element of trust. This means being able to share thoughts, feelings and emotions with those around us in a way where we would not feel judged or criticised.</p>