



DOWN AMPNEY PRIMARY SCHOOL

Term 3

Unit Overview: KS1 PSHE

Keeping myself safe

<p>Key questions</p> <p>How our feelings can keep us safe</p> <ul style="list-style-type: none"> ❖ How many different feelings can people have? ❖ Do different feelings make your body feel different? ❖ What can you do if you have ‘not so good’ feelings? ❖ How can you help if someone else has ‘not so good’ feelings? <p>Keeping healthy</p> <ul style="list-style-type: none"> ❖ What do people need to keep healthy? ❖ How do you keep yourself healthy? ❖ Why do we need different things to be healthy? <p>Medicine safety</p> <ul style="list-style-type: none"> ❖ How do medicines help? ❖ Are medicines always helpful? ❖ Where do medicines need to be kept? Why? 	<p>Substantiative knowledge</p> <ul style="list-style-type: none"> ❖ To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. ❖ To recognise emotions and physical feelings associated with feeling unsafe. ❖ To learn the PANTS rule and which parts of my body are private. ❖ To understand that medicines can sometimes make people feel better when they’re ill. ❖ To talk about safety and responsibility around medicines. 	<p>Vocabulary</p> <p>Air, sleep, exercise, stop, unsafe, share, nervous, internet, medicine, uncomfortable, body, feelings, food, water, safe, healthy, private, worried, scared.</p> <p>Phonics / polysyllabic words</p> <p>Medicine Internet</p>
<p>Subject skills</p> <ul style="list-style-type: none"> ❖ I can talk about the things my body needs to stay well. ❖ I can say what I can do if I have strong, but not so good feelings, to help me stay safe. ❖ I can say ‘no’ to unwanted touch and ask for help from a trusted adult. ❖ I can say when medicines can be helpful or might be harmful. ❖ I can tell you how to stay safe around medicine. 	<p>British Values</p> <ul style="list-style-type: none"> ❖ Democracy: 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. ❖ The rule of law: 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. ❖ Respect and Tolerance: Promoting individual differences and respecting how people can have different feelings in the same situation. All children listen and respect others’ opinions when discussing different topics. ❖ Mutual respect: Children learn that their behaviours and actions have an effect on their own rights and those of others. 	<p>Linked texts:</p> <p>Lost and Found This is how we stay safe My Body! What I say goes!</p> <p>Possible misconceptions</p> <p>Children might think sleep helps to give you energy. Children might think that medicines are treats.</p> <p>Christian Values:</p> <p>Courage: 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>Prior learning Reception</p> <ul style="list-style-type: none">- Asking for help.- Keeping healthy.- Staying safe around medicines. <p>Talk about how to keep bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p>Future learning LKS2 Keeping myself safe</p> <p>To identify risk factors in given situations. To define the words danger and risk and explain the difference between the two. To define the word 'drug' and understand that nicotine and alcohol are both drugs. To recognise potential risks associated with browsing online. To recognise and describe appropriate behaviour online as well as offline.</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>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>
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