



DOWN AMPNEY PRIMARY SCHOOL

Year B Term 3

Unit Overview: KS1 PSHE

Keeping Myself Safe

<p><u>Key questions</u></p> <p>Safe and unsafe secrets</p> <ul style="list-style-type: none"> ❖ Are secrets safe? ❖ Do all secrets need to be kept secret? ❖ Who is a safe person to talk to? <p>Appropriate touch</p> <ul style="list-style-type: none"> ❖ Are all touches OK? ❖ If something feels wrong, what can someone do to stay safe? ❖ How can you help someone who has been asked to keep an unsafe secret? ❖ Who is a safe person to talk to? <p>Medicine safety</p> <ul style="list-style-type: none"> ❖ Are medicines always helpful? ❖ What can people do to help themselves get better? ❖ Why can a medicine be harmful? ❖ How can someone stay safe with medicines? 	<p><u>Substantiative knowledge</u></p> <ul style="list-style-type: none"> ❖ To explain simple issues of safety and responsibility about medicines and their use. ❖ To identify situations in which they would feel safe or unsafe. ❖ To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. ❖ To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. ❖ To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. 	<p><u>Vocabulary</u></p> <p>Medicines, feelings, tell, safe, touch, worried, secret, surprise, unsafe, private, uncomfortable, trust</p> <p><u>Phonics / polysyllabic words</u></p> <p>Med/i/cine (/s/)</p> <p>Surprise (/er/ and /ie/)</p>
<p><u>Subject skills</u></p> <ul style="list-style-type: none"> ❖ I can keep myself safe around medicines. I can explain how they can be helpful or harmful, and say how they can be used safely. ❖ I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. ❖ I can say what I do and don't like and who to ask for help. ❖ I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. ❖ I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. 	<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 situation. All children listen and respect others' opinions when discussing different topics. ❖ <u>Mutual respect:</u> Children learn that their behaviours and actions have an effect on their own rights and those of others. 	<p><u>Linked texts:</u></p> <p>How Do Dinosaurs Get Well Soon?</p> <p>My Body! What I say goes!</p> <p>A Secret Worth Sharing</p> <p><u>Possible misconceptions</u></p> <p>Children might think that it is OK to keep any secret for a friend.</p> <p>Children might think that medicines are treats.</p> <p><u>School 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 able to reflect courageously on their own emotions.</p> <p><u>Respect:</u> The importance of respecting everyone around us, even when their ideas or beliefs are</p>



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<p><u>Prior learning</u></p> <p>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.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p>	<p><u>Future learning LKS2</u></p> <p>Keeping myself safe</p> <p>To identify risk factors in given situations.</p> <p>To define the words danger and risk and explain the difference between the two.</p> <p>To define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>To recognise potential risks associated with browsing online.</p> <p>To recognise and describe appropriate behaviour online as well as offline.</p>	<p>different to ours, and having respect towards ourselves.</p> <p><u>Trust:</u> 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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