



DOWN AMPNEY PRIMARY SCHOOL

Term 3

Unit Overview: LKS2 PSHE

Keeping Safe

<p>Key questions</p> <p><u>Managing Risk</u></p> <ul style="list-style-type: none"> - What might influence someone to take risks? - Do people have a choice whether they take a risk? - What can a person do to reduce risk or remove risk in a situation? <p><u>Understanding the Norms of Drug Use</u></p> <ul style="list-style-type: none"> - Do most young people choose to smoke or not smoke? - Do all adults choose to drink alcohol? - Why do most people choose not to smoke or drink too much alcohol? - Is smoking and alcohol more harmful for a young person's body? Why? <p><u>Influence</u></p> <ul style="list-style-type: none"> - What can influence someone's behaviour and decisions? - What is a positive influence? - What is a negative influence? - Can the consequences of decisions be positive or negative? How? <p>Subject skills</p> <ul style="list-style-type: none"> ❖ Role-play and drama to different situations. 	<p>Substantiative Knowledge</p> <ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two. <ul style="list-style-type: none"> ❖ I can demonstrate strategies for dealing with a risky situation. • Describe the different types of things that may influence a person to take a risk. <ul style="list-style-type: none"> ❖ I can give examples of people or things that might influence me to take risks and make decisions. • Understand and explain the risks that cigarettes and alcohol have on a person's body. <ul style="list-style-type: none"> ❖ Give reasons why most people choose not to smoke, or drink too much alcohol. • Understand that influences can have both positive and negative impacts. <ul style="list-style-type: none"> ❖ I can explain what might happen if people take unsafe or inappropriate risks. • Know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent. <ul style="list-style-type: none"> ❖ I can identify images that are safe or unsafe to share online. <p>PSHE themes:</p> <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. 	<p>Vocabulary</p> <p>Hazard, risky, liver, decisions, choices, danger, situation, influence, alcohol, consequences, lungs, brain, dare, drug, harmful, cigarettes, vapes, shared, e-cigarettes, downloaded.</p> <p>Phonics / polysyllabic words</p> <p>Ha/zard (sound) Decision – sion suffix Situation – tion suffix</p> <p>Linked texts:</p> <p>Louie Stowell – Staying safe online.</p> <p>Possible misconceptions</p> <p>Children might not know some games and apps have age restrictions.</p>
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<ul style="list-style-type: none"> ❖ Circle time/quality talk led by the children. ❖ Give advice to the mascot's about how they could deal with different situations. ❖ Have clear and focused discussions around topics and establish what keeping safe might look like. ❖ Listen to other children's views and opinions in the class and consider how their feelings may be different to your own. 	<ul style="list-style-type: none"> ❖ 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>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 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>
<p>Prior learning</p> <p><u>Me and my relationships</u></p> <p>KS1</p> <p>Feelings Getting help Classroom rules Special people Being a good friend</p> <p>LKS2</p> <p>Cooperation Friendships Bullying Assertive skills</p>	<p>Future learning LKS2 Year A (some)</p> <p><u>Valuing Differences</u></p> <p>Respect and challenge, communities, our friends and neighbours, celebrating our differences.</p> <p><u>Me and My Relationships</u></p> <p>Trust, friendships, cooperation.</p>	