

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PSHE/RSE Year Group: Year 1/2		Area of learning: Keeping Myself Safe
Links to previous work/ Remember when	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help. 	
Term	Year 1/2	Key Skills to be taught
Spring 2022 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them;

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		<ul style="list-style-type: none"> • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
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Vocabulary

sleep, safety, medicines, safe, unsafe, feelings, worried, touch, uncomfortable, surprise, secret, tell, genitals, private parts, permission.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>Harold's Picnic</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-picnic-</p>
2	<p>How safe would you feel?</p> <ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-safe-would-you-feel</p>
3	<p>What would Harold say?</p> <ul style="list-style-type: none"> • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-should-harold-say</p>

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4	<p>I don't like that!</p> <ul style="list-style-type: none"> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-dont-like-that-1</p>
5	<p>Fun or not?</p> <ul style="list-style-type: none"> Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fun-or-not</p>
6 two lessons this week	<p>Should I tell?</p> <ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/should-i-tell</p> <p>Some secrets should never be kept</p> <ul style="list-style-type: none"> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/some-secrets-should-never-be-kept</p>

Learning Outcome/product

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 say what touches 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.

I can give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food)

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Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question
<p>Hand out the Pupil Assessment activity sheet (in the <i>Resources needed</i> area) then follow the script:</p> <ul style="list-style-type: none">• In box 1a write [or a grown-up to write] all your ideas about what sort of secrets (or surprises) it's OK to keep.• In box 2a write about whether it's ever OK for a person to keep an adult's secret that they feel uncomfortable about. If not, why not?• In box 3a write about who we can talk to if there's something bothering us that we want to talk about.• In box 4a write your ideas about how to get help from an adult if they are busy. How can we get their attention?