

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PSHE/RSE Year Group: Year 3/4		Area of learning: Keeping myself Safe
Links to previous work/Remember when	<ul style="list-style-type: none"> ● identify situations which are safe or unsafe; ● Identify people who can help if a situation is unsafe; ● Suggest strategies for keeping safe. ● Define the words danger and risk and explain the difference between the two; ● Demonstrate strategies for dealing with a risky situation. ● Identify risk factors in given situations; ● Suggest ways of reducing or managing those risks. ● Identify some key risks from and effects of cigarettes and alcohol; ● Know that most people choose not to smoke cigarettes; (Social Norms message) ● Define the word 'drug' and understand that nicotine and alcohol are both drugs. ● Evaluate the validity of statements relating to online safety; ● Recognise potential risks associated with browsing online; ● Give examples of strategies for safe browsing online. ● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; ● Recognise and describe appropriate behaviour online as well as offline; ● Identify what constitutes personal information and when it is not appropriate or safe to share this; ● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. ● Demonstrate strategies for assessing risks; ● Understand and explain decision-making skills; ● Understand where to get help from when making decisions. ● Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	
Term	Year 3/4	Key Skills to be taught
Spring 1 2022 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> ● Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; ● Identify situations which are either dangerous, risky or hazardous; ● Suggest simple strategies for managing risk. ● Identify images that are safe/unsafe to share online; ● Know and explain strategies for safe online sharing; ● Understand and explain the implications of sharing images online without consent. ● Define what is meant by the word 'dare'; ● Identify from given scenarios which are dares and which are not; ● Suggest strategies for managing dares.

Brough Primary School – Curriculum Intention Plan 2021 - 2022



		<ul style="list-style-type: none"> • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
--	--	--

Vocabulary

danger, risk, hazard, privacy settings, dare, assertive, drug, medicine, choices, persevere, consequences.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>Danger, Risk or Hazard</p> <ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-risk-or-hazard</p>
2	<p>Picture Wise</p> <ul style="list-style-type: none"> • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/picture-wise</p>
3	<p>How dare you!</p> <ul style="list-style-type: none"> • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares.

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-dare-you
4	<p>Medicines: check the label</p> <ul style="list-style-type: none"> • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/medicines-check-the-label-1</p>
5 2 lessons this week	<p>Know the norms</p> <ul style="list-style-type: none"> • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/know-the-norms</p> <p>Keeping ourselves safe</p> <ul style="list-style-type: none"> • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-ourselves-safe</p>
6	<p>Raisin Challenge (2)</p> <ul style="list-style-type: none"> • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/raisin-challenge-2</p>

Learning Outcome/product

The learning within Keeping Myself Safe will not have one single identifiable outcome or product.

At the end of this unit the children should be able to give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.

Children should be able to identify a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.

Children should be able to give examples of positive and negative influences, including things that could influence them when making decisions.

Brough Primary School – Curriculum Intention Plan 2021 - 2022



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 questions	
<ol style="list-style-type: none">1. How can I decide if something is risky or not? What signs can I look out for?2. Who or what might influence (or make me feel under pressure) to join in something that's risky? What can I do about this?3. Is there anything I can do to reduce or remove a risk? If so, what?	