

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PSHE/RSE Year Group: Year 5		Area of learning: Keeping Myself Safe
Links to previous work/ Remember when	<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. ● 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. 	
Term	Year 5	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"> ● Explain what a habit is, giving examples; ● Describe why and how a habit can be hard to change. ● Recognise that there are positive and negative risks; ● Explain how to weigh up risk factors when making a decision; ● Describe some of the possible outcomes of taking a risk. ● Demonstrate strategies to deal with both face-to-face and online bullying; ● Demonstrate strategies and skills for supporting others who are bullied; ● Recognise and describe the difference between online and face-to-face bullying. ● Define what is meant by a dare; ● Explain why someone might give a dare;

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		<ul style="list-style-type: none"> • Suggest ways of standing up to someone who gives a dare. • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it. • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
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Vocabulary

habit, addiction, dare, pressure, influence, risk taking, assertive, personal settings, privacy settings, perception.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>Pre unit assessment</p> <p>'Thinking' about habits</p> <ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thunking-about-habits</p>

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2	<p>Jay's dilemma</p> <ul style="list-style-type: none"> ● Recognise that there are positive and negative risks; ● Explain how to weigh up risk factors when making a decision; ● Describe some of the possible outcomes of taking a risk. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/jays-dilemma-1</p>
3	<p>Spot Bullying</p> <ul style="list-style-type: none"> ● Demonstrate strategies to deal with both face-to-face and online bullying; ● Demonstrate strategies and skills for supporting others who are bullied; ● Recognise and describe the difference between online and face-to-face bullying. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spot-bullying</p>
4	<p>Ella's diary dilemma</p> <ul style="list-style-type: none"> ● Define what is meant by a dare; ● Explain why someone might give a dare; ● Suggest ways of standing up to someone who gives a dare. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ellas-diary-dilemma</p> <p>Decision dilemmas</p> <ul style="list-style-type: none"> ● Recognise which situations are risky; ● Explore and share their views about decision making when faced with a risky situation; ● Suggest what someone should do when faced with a risky situation. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/decision-dilemmas</p>
5	<p>Play, like, share</p> <ul style="list-style-type: none"> ● Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; ● Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; ● Know how to protect personal information online; ● Recognise disrespectful behaviour online and know how to respond to it. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/play-like-share-1</p> <p>Drugs, true or false?</p> <ul style="list-style-type: none"> ● Understand some of the complexities of categorising drugs; ● Know that all medicines are drugs but not all drugs are medicines; ● Understand ways in which medicines can be helpful or harmful and used safely or unsafely. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/drugs-true-or-false-2</p>
6	Smoking: what is normal?

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	<ul style="list-style-type: none"> Understand the actual norms around smoking and the reasons for common misperceptions of these. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/smoking-what-is-normal-</p> <p>Would you risk it?</p> <ul style="list-style-type: none"> Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/would-you-risk-it-1</p> <p>Complete end of unit assessment</p>
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Learning Outcome/product	
At the end of this unit children should be able to give examples of things that might influence a person to take risks online. They can explain that they have a choice. Children can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	

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	
Pre Unit Assessment	

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Start by explaining to the children that this is not a test – it's just finding out about their thoughts and ideas. It's important not to prompt the children too much as the pre unit activity establishes their existing awareness of the subject/issues.

Hand out the Pupil Assessment activity sheet (I have saved a pdf alongside the MTP in the same folder).

Children have a look at each of the scenarios on the sheet and write what they could do in each situation. Explain that they are going to look at this again in a few weeks' time, so try to leave some space to add some more ideas, then. But they can always go onto the back of the page to add more ideas.

End of Unit Assessment

Hand out the same pupil assessment activity sheet completed previously, then repeat the same instruction as before. Ask the children to add any new ideas to their original ones.

Children use a different colour pencil or pen to record their answers this time.