

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PSHE/RSHE Year Group: Year 6	Area of learning: Keeping Myself Safe
<p>Links to previous work/ Remember when</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. ● 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; ● 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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Term	Year 6	Key Skills to be taught
<p>Spring 1 2022</p> <p>What the children should know at the end of this series of lessons</p>		<ul style="list-style-type: none"> ● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ● Understand and describe the ease with which something posted online can spread. ● Identify strategies for keeping personal information safe online; ● Describe safe behaviours when using communication technology. ● Know that it is illegal to create and share sexual images of children under 18 years old; ● Explore the risks of sharing photos and films of themselves with other people directly or online; ● Know how to keep their information private online. ● Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; ● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. ● Explain how drugs can be categorised into different groups depending on their medical and legal context; ● Demonstrate an understanding that drugs can have both medical and non-medical uses; ● Explain in simple terms some of the laws that control drugs in this country. ● Understand some of the basic laws in relation to drugs; ● Explain why there are laws relating to drugs in this country. ● Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; ● Describe some of the effects and risks of drinking alcohol. ● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; ● Explain how these emotional needs impact on people's behaviour; ● Suggest positive ways that people can get their emotional needs met. ● Understand and give examples of conflicting emotions; ● Understand and reflect on how independence and responsibility go together.

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Vocabulary

social media, trolling, permission, illegal, legal, habit, addiction, emotional needs, risks, possess, supply, physical needs, independence, responsibility.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>Before starting the unit please complete the pre-unit assessment - instructions in the end of the unit assessment box at the end. Thank you.</p> <p>Think before you click!</p> <ul style="list-style-type: none"> ● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ● Understand and describe the ease with which something posted online can spread. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/think-before-you-click</p>
2 & 3	<p>Traffic lights</p> <ul style="list-style-type: none"> ● Identify strategies for keeping personal information safe online; ● Describe safe behaviours when using communication technology. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/traffic-lights</p> <p>To share or not to share?</p> <ul style="list-style-type: none"> ● Know that it is illegal to create and share sexual images of children under 18 years old; ● Explore the risks of sharing photos and films of themselves with other people directly or online; ● Know how to keep their information private online. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/to-share-or-not-to-share</p>
4	<p>Rat Park</p> <ul style="list-style-type: none"> ● Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; ● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rat-park-1</p>
5 & 6	<p>What sort of drug is ...?</p> <ul style="list-style-type: none"> ● Explain how drugs can be categorised into different groups depending on their medical and legal context; ● Demonstrate an understanding that drugs can have both medical and non-medical uses; ● Explain in simple terms some of the laws that control drugs in this country.

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	<p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-sort-of-drug-is-1</p> <p>Drugs: It's the law!</p> <ul style="list-style-type: none"> • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/drugs-its-the-law-</p>
7	<p>Alcohol: what is normal?</p> <ul style="list-style-type: none"> • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/alcohol-what-is-normal-</p>
8 & 9	<p>Joe's story (part 1)</p> <ul style="list-style-type: none"> • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional needs met. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/joes-story-part-1-1</p> <p>Joe's story (part 2)</p> <ul style="list-style-type: none"> • Understand and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/joes-story-part-2</p>

Learning Outcome/product

Children can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.

Children can explain some ways of making sure that they keep themselves safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

Children can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

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

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

End of unit assessment question

Pre Unit Assessment

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 it into the MTP folder).

1. Think about each of the statements in the boxes on the sheet. Number each statement in order of importance to you – so the MOST important statement to you is number 1. The least important statement is number 8.

2. Next, use the top three statements for you and write about why you've ranked them in the top three. Why are they more important to you? Remember: this is not a test – it's just getting your thoughts and ideas. Try to write your ideas in the spaces underneath each of your top three statements.

3. On the back of the page draw a line in the middle from top to bottom – making two columns. Write the title 'Positives' at the top of the left hand column' and 'Negatives' on the right hand side. Now write the positives and negatives about mobile phones (also called Smart phones) and their use .

4. Finally, at the bottom of the page, write ideas that you have for using mobile (Smart) phones safely.

End of Unit Assessment

Hand out the same Pupil Assessment activity completed previously, then repeat the activity. Children now decide whether they want to re-order their 'most important' and 'least important' statements and add any further thoughts and ideas to questions 2 to 4.

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