

Brough Primary School – Curriculum Intention Plan 2022-2023



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| Subject: PSHE/RSE | | Area of learning: Keeping Safe | |
| Year Group: | | Year 1/2 | |
| Links to previous work/ Remember when | | <ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe. | |
| Term | Year 1/2 | Key Skills to be taught | |
| Spring 1 2023 | | <ul style="list-style-type: none"> • 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. • 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. • 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. | |
| What the children should know at the end of this series of lessons | | | |

Vocabulary

sleep, rest, grow, tired, feelings, worried, nervous, emotions, medicine, safe, trust, private, privates.

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| Sequence of learning | Objectives and suggested details provided by the subject leader. |
| 1 | <p>Super Sleep</p> <ul style="list-style-type: none"> • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-sleep-1</p> |

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| 2 | <p>Who can help?</p> <ul style="list-style-type: none"> ● Recognise emotions and physical feelings associated with feeling unsafe; ● Identify people who can help them when they feel unsafe <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-1-1</p> |
| 3 | <p>Good or bad touches?</p> <ul style="list-style-type: none"> ● 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. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-or-bad-touches</p> |
| 4 | <p>Sharing Pictures</p> <ul style="list-style-type: none"> ● Use technology safely and respectfully, keeping personal information private. ● Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/sharing-pictures</p> |
| 5 | <p>What could Harold do?</p> <ul style="list-style-type: none"> ● 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. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-could-harold-do--1</p> |

Learning Outcome/product

I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).
 I can give examples of how I keep myself healthy.
 I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)

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| 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. |
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| End of unit assessment question | |
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| <p>Give each child a copy of the gingerbread person outline.</p> <ol style="list-style-type: none"> 1. Ask the children what happens to our body when we feel nervous or worried? How does our body react and change? Draw or write (or an adult writes) all your ideas on or around the Gingerbread person. 2. Underneath draw your own Gingerbread person (like the one in the picture). Draw or write (or an adult writes) all the things we can do to keep healthy. | |