

# Brough Primary School – Curriculum Intention Plan 2024 - 2025



<b>Subject: PSHE/RSE</b>		<b>Area of learning: Keeping Safe</b>	
<b>Year Group: Year 3/4</b>			
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>● Understand that medicines can sometimes make people feel better when they're ill;</li> <li>● Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>● Explain simple issues of safety and responsibility about medicines and their use.</li> <li>● Identify situations in which they would feel safe or unsafe;</li> <li>● Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>● 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.</li> <li>● Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>● Identify the types of touch they like and do not like;</li> <li>● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>● Identify safe secrets (including surprises) and unsafe secrets;</li> <li>● Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>		
<b>Term</b>	<b>Year 3/4</b>	<b>Key Skills to be taught</b>	
<b>Spring 1 2025</b>		<ul style="list-style-type: none"> <li>● Identify situations which are safe or unsafe;</li> <li>● Identify people who can help if a situation is unsafe;</li> <li>● Suggest strategies for keeping safe.</li> <li>● Define the words danger and risk and explain the difference between the two;</li> <li>● Demonstrate strategies for dealing with a risky situation.</li> <li>● Identify risk factors in given situations;</li> <li>● Suggest ways of reducing or managing those risks.</li> <li>● Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> <li>● Identify some key risks from and effects of cigarettes and alcohol;</li> <li>● Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>● Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	
What the children should know at the end of this series of lessons			

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## Vocabulary

trust, safe, unsafe, danger (dangerous), risk (risky), strategies, consequences, drugs, cigarettes, nicotine, alcohol, medicine, harmful, helpful

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p><b>Pre unit assessment (only short will take five minutes)</b></p> <p>Safe or Unsafe?</p> <ul style="list-style-type: none"> <li>● Identify situations which are safe or unsafe;</li> <li>● Identify people who can help if a situation is unsafe;</li> <li>● Suggest strategies for keeping safe.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safe-or-unsafe-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safe-or-unsafe-1</a></p>
2	<p>Danger or risk?</p> <ul style="list-style-type: none"> <li>● Define the words danger and risk and explain the difference between the two;</li> <li>● Demonstrate strategies for dealing with a risky situation.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-or-risk-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-or-risk-1</a></p>
3	<p>The Risk robot</p> <ul style="list-style-type: none"> <li>● Identify risk factors in given situations;</li> <li>● Suggest ways of reducing or managing those risks.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-risk-robot">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-risk-robot</a></p>
4	<p>Help or harm?</p> <ul style="list-style-type: none"> <li>● Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/help-or-harm-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/help-or-harm-1</a></p>
5	<p>Alcohol and cigarettes: the facts</p> <ul style="list-style-type: none"> <li>● Identify some key risks from and effects of cigarettes and alcohol;</li> <li>● Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>● Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/alcohol-and-cigarettes-the-facts-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/alcohol-and-cigarettes-the-facts-1</a></p>
6	<p><b>Complete end of unit assessment</b></p>

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## Learning Outcome/product

I can say what I could do to make a situation less risky or not risky at all.  
I can say why medicines can be helpful or harmful.

## Assessment records

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

## End of unit assessment question

### Pre Unit assessment

Hand out the Pupil Assessment activity sheet (I have saved in this folder) then follow the script:

First, ask the children to keep their answers in the top half of the four boxes (above the dotted line). This allows space for them to write their post-unit ideas, later.

For each of the three scenarios write your ideas about:

- i. Whether the situation is safe or risky
- ii. How you would feel about it
- iii. What could be done to make it less risky?

### Post unit assessment

Hand out the same pupil assessment activity sheet completed previously, then repeat the same instruction as before (above). Ask the children to add any new ideas to their original ones, this time underneath the line in each box.

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