

SUBJECT: PSHE

UNIT: Health and Wellbeing; Healthy lifestyles;growing and changing;keeping safe

TERM: 5 YEAR GROUP: 4

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
<b>SESSION 1</b>	about people who are responsible for helping them stay healthy and safe and ways that they can help these people	<p>Explain the different roles that people in school and the wider community have to help them stay healthy and safe</p> <p>Describe the different ways that they can ask for help and receive help to stay healthy and safe</p> <p>Identify the different ways that they can support people who help them</p> <p>Explain the importance of these people in their lives</p> <p>Describe how they can help others to stay healthy and safe</p> <p><i>NB This lesson provides a good opportunity to reinforce our interdependence on each other and the social obligations/responsibilities we have as members of a community.</i></p>	<p>Self-reflection</p> <p>Team working</p> <p>Communication of ideas and views to others</p>	<p>Whose job is it to keep us safe when we are out and about?</p> <p>What can we do to make their job easier?</p> <p>What does being responsible mean for me?</p> <p>Who can we trust? Who can't we trust? Why would we trust them?</p> <p>What are the characteristics of trustworthy people?</p>	<p>Stories where characters have difficulty in making their opinion known, especially where this would have given the situation a positive outcome, such as <i>Not Now Bernard</i> by David McKee.</p> <p>Invite other adults who work in the school to talk to the class about how their job entails keeping everyone safe, i.e. Senior Midday-Supervisor, Teaching assistant, governor, etc.</p>
<b>SESSION 2</b>	School rules about health and safety, basic emergency aid procedures, where and how to get help	<p>Identify school rules about health and safety</p> <p>Explain why we need to have different rules in different places</p> <p>Identify sources of help in emergencies</p> <p>Describe simple strategies that help in emergencies <a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p> <p>Use this website for first aid procedures.</p>	<p>Managing pressure and stress</p> <p>Managing risk and personal safety</p> <p>Communicating ideas and views to others</p>	<p>What would we do in a risky situation?</p> <p>What would we do in a dangerous or emergency situation?</p> <p>Are the rules and risks different in different situations?</p> <p>How can we keep safe in any situation?</p> <p>Whose rules are the most important?</p>	<p>Useful resources to help to talk about emergency situations - British Red Cross website <a href="http://www.redcross.org.uk/~media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Venn%20diagram%20emergency%20sort.pdf">http://www.redcross.org.uk/~media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Venn%20diagram%20emergency%20sort.pdf</a> photos of emergency situations for discussion</p>

		<p>Explain what is helpful and unhelpful in emergency situations.</p> <p><i>NB Remind pupils that they are beginning to take more responsibility for themselves as they grow up and that keeping themselves and other people safe is an important part of being a good citizen.</i></p>			<p><a href="http://www.redcross.org.uk/~media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Quick%20activities/Bingospcards%20pdf.pdf">http://www.redcross.org.uk/~media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Quick%20activities/Bingospcards%20pdf.pdf</a> Emergency bingo game</p>
<b>Session 3</b>	<p>strategies for keeping physically and emotionally safe in the physical world, including road safety and safety in the environment, and safety online (or the virtual world, including social media, the responsible use of ICT and mobile phones)</p>	<p>Explain what keeping safe means in the physical world and in the online world</p> <p>Explain how they are becoming more responsible for their own safety in the physical world and online world - what they can do now that they couldn't do before</p> <p>Explain what they need to think about now they can do these things</p> <p>Describe or demonstrate strategies they use to help them keep safe in both worlds</p> <p>Explain or demonstrate how to manage their own safety in different situations</p> <p>Describe steps to take to manage emotions when feeling unsafe</p> <p>Identify or demonstrate strategies to use at both home and school to ensure online safety</p>	<p>Managing pressure and stress Resilience</p>	<p>How do we keep ourselves safe online?</p> <p>How do we keep ourselves safe in the physical world?</p> <p>Should we listen to our feelings?</p> <p>What should we do if we feel unsafe online?</p>	<p>CEOP <a href="https://www.thinkuknow.co.uk/Teachers/">https://www.thinkuknow.co.uk/Teachers/</a></p> <p>ChildLine <a href="https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx">https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx</a></p> <p>Child Net <a href="http://www.childnet.com/teachers-and-professionals">http://www.childnet.com/teachers-and-professionals</a></p> <p>UK Safer Internet Centre <a href="http://www.saferinternet.org.uk">http://www.saferinternet.org.uk</a></p> <p>NSPCC Share Aware: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware</a> - short cartoon 'I've seen your willy'.</p>

<b>Session 4,5 and 6</b>		Children to showcase what they have learnt about keeping safe in order to teach other children (play, booklet, film clip, poster, assembly)			
------------------------------	--	---	--	--	--