

SUBJECT: PSHE

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

TERM: 5 YEAR GROUP: 5

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
<b>SESSION 1</b>	To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.	<p>Identify risks that people take and possible outcomes</p> <p>Recognise that risk is part of everyday living</p> <p>Recognise that there are positive and negative risks</p> <p>Explain why taking a risk is sometimes a good thing to do</p> <p>Explain how to weigh up risk factors when taking a decision</p> <p>Make judgements about recognising, predicting possible consequences and their likelihood and assessing risks</p> <p>Recognise that people have different attitudes to risk taking</p> <p>Identify people who can help them</p> <p><i>NB Develop pupils' understanding that risk is part of life and that there is a continuum of risk depending on the situation, where it occurs, who they are with and whether they are able to recognise the variables that may occur in order to have a strategy to deal with the risk encountered. Useful agencies: ROSPA, Bike-Ability and Scoot -Ability programmes, Railway Safety etc. Links with session on 'informed choice.</i></p>	<p>Making decisions and choices</p> <p>Self-manage feelings</p> <p>Managing risk and personal safety</p> <p>Recognise need for peer approval</p> <p>Negotiation</p>	<p>What are the risks?</p> <p>What could happen?</p> <p>What might happen to us and other people?</p> <p>How likely is it?</p> <p>How do we feel about it?</p> <p>Are we being pressured into doing something we feel uncertain about?</p> <p>What choices should we make?</p> <p>What strategies do we have for saying 'no'</p>	Stories where young characters encounter risk and danger where they either cope or fail to cope; characters are aware of risk and fail to take account of these.
<b>Session 2</b>	To develop	Explain the rules for keeping safe in a	Affirming self and	How does feeling unsafe or	Stories where characters deal with different situations and

<p>strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones). To learn the importance of protecting personal information, including passwords, addresses and images</p> <p>Know how to manage requests for images of themselves or others; what is and is not</p>	<p>variety of situations</p> <p>Identify when and how to tell someone if feeling unsafe</p> <p>Identify or demonstrate strategies to manage feelings when in unsafe situations</p> <p>Describe or demonstrate steps to take to protect personal information online</p> <p>Describe protocols for using social media safely including sending and receiving images</p> <p>Explain how to protect personal information in school and at home</p> <p>Identify or demonstrate language, strategies and skills needed to deal with challenging situations and to recognise when to get support</p> <p>Talk about the impact of misuse of personal information</p> <p>Pupils should practise skills of deciding when, and how to say 'no'.</p>	<p>others</p> <p>Drawing conclusions</p> <p>Managing risk and personal safety</p>	<p>uncertain feel?</p> <p>What should we do if we feel unsafe or uncertain?</p> <p>Who has access to our online profile and images?</p> <p>Are our online 'friends' and others we meet online always who they say they are?</p> <p>Do we know who we can trust online?</p> <p>Are we being pressured to do something we feel uncertain about?</p> <p>Who can help us?</p> <p>What would we do if we had seen or heard something online that worried us or made us feel unsafe?</p>	<p>demonstrate skills they were not aware they had</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></p> <p>Reference should be made to the school's Safeguarding procedures and policy</p>
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	appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request				
<b>Session 3</b>	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe	Describe ways they have become more independent as they are growing up Identify the responsibilities that they now have Describe their responsibilities, rights and duties at home, school and in the community Explain how responsibilities and rights can sometimes be in conflict Identify occasions where they are responsible for the safety of others	Managing risk and personal safety Communicating ideas Self-organisation	What does it mean to be grown up? What is involved in growing up? Why do some young people want to grow up quickly? Does growing up mean taking on more responsibility? What do we need to keep ourselves safe from? Who is responsible for keeping us safe? How can we help keep others safe?	Stories where young characters 'respond' to something happening; where they are responsible for themselves or others; where there may be conflict within their responsibilities. Find examples in life of the school community, local or national events or in history where people have responded to what is happening.
<b>Session 4</b>	To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they	Identify pressures on their behaviour and where they come from Recognise how the need for peer approval can put pressure on us to do what others say or do Identify positive and negative influences on behaviour and attitudes Identify attitudes and influences that have come through the media	About unhelpful pressure About influences on behaviour	What can we do when we feel under pressure to do something we feel uncertain about? How can we say 'no' assertively? Will saying 'yes' make people like us more? Do we have to be like everyone else? How might the media's portrayal of	Stories where young characters are put under pressure to do something; where pressure comes from different sources – peers, family, media, advertising, popular culture; where characters pressurise themselves to do something.

	know and the media	<p>(celebrity, fashion)</p> <p>Explain how the media presents topical issues and how this can differ from reality</p> <p>Identify who they can talk to if feeling under pressure.</p> <p><i>NB Cross-curricular links with NC English see Programme of Study for use of persuasive language, bias and propaganda</i></p>		<p>celebrities affect our feelings about ourselves or our behaviour?</p> <p>How might it affect other's feelings about themselves?</p> <p>Is this fair?</p>	
<b>Session 5</b>	To learn what is meant by the term 'habit' and why habits can be hard to change	<p>Explain what a habit is</p> <p>Describe habits that we have in common</p> <p>Identify habits that help us and habits that do not</p> <p>Explain strategies for developing helpful habits</p> <p><i>NB Pupils should have a vocabulary for 'habit', to include hooked, addicted, dependent.</i></p>	<p>Managing pressure and stress</p> <p>Communication of ideas and views</p> <p>Making decisions and choices</p>	<p>Can habits be good or not so good for us?</p> <p>How can habits make us feel?</p> <p>How do we recognise not so good habits?</p> <p>Can we develop good habits?</p> <p>What helps people to 'break' a habit?</p>	Stories where young characters may be addicted in many ways for example, to a particular sport, hobby, pop group, friendship or place.
<b>Session 6</b>	To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their	<p>Identify commonly available substances and drugs</p> <p>Describe legal substances and drugs used in everyday life</p> <p>Give reasons for taking legal substances and drugs</p> <p>Describe some of the risks associated</p>	<p>About commonly available substances and drugs (including alcohol and tobacco)</p> <p>About some of the risks and</p>	<p>Who chooses what goes into our bodies?</p> <p>Is it dangerous? What are the risks?</p> <p>How will it make us feel?</p> <p>Will we get into trouble? Why will we get told off?</p>	Stories where characters move into a new group which has new or different norms of behaviour which have to be dealt with; where the behaviour of characters has an impact on family relationships; the characters overcome setbacks.

	<p>immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p>	<p>with use both now and in the future</p> <p>Explain or demonstrate how to manage risks in different familiar situations including managing pressure from others assertively</p> <p><i>NB Identify some illegal substances and drugs and talk about potential risks</i></p> <p><i>Pupils are at significant risk in the early stages of drug use from: accidental overdose, poisoning, accidents, problems with parents and the law.</i></p> <p><i>Often the focus of substance abuse is on dependence but it can be harmful long before that. Pupils should have opportunities for practising saying 'no'.</i></p> <p><i>Help pupils to understand that their bodies are still developing; therefore alcohol will affect their bodies differently to how it affects adults.</i></p>	<p>effects of commonly available substances and drugs</p>		<p>Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change' NHS , ASH.</p>
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