

PSHE & RSE 2021-2022 TERM 1B – KEEPING SAFE, MANAGING BEHAVIOUR & RISK

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
“FEELING SAFE”	“INDOORS & OUTDOORS”	“BULLYING – SEE IT- SAY IT- STOP IT”	“PLAYING SAFE”	“WHEN THINGS GO WRONG”	“OUT AND ABOUT”
BONFIRE NIGHT SAFETY	BONFIRE NIGHT SAFETY	BONFIRE NIGHT SAFETY	BONFIRE NIGHT SAFETY	BONFIRE NIGHT SAFETY	BONFIRE NIGHT SAFETY
<p>1.Pupils learn about safety in familiar situations. Pupils:</p> <ul style="list-style-type: none"> • recognise the difference between real and imaginary dangers • understand that there are situations when secrets should not be kept • know to tell a trusted adult if they feel unsafe 	<p>1.Pupils learn about keeping safe in the home, including fire safety. Pupils:</p> <ul style="list-style-type: none"> • know some simple rules for keeping safe indoors, including online • can describe what to do if there is an emergency • understand that they can take some responsibility for their own safety 	<p>1.Pupils learn to recognise bullying and how it can make people feel. Pupils:</p> <ul style="list-style-type: none"> • are able to define what is meant by ‘bullying’ • can identify the difference between falling out with someone and bullying • understand how bullying can make people feel and why this is unacceptable 	<p>1.Pupils learn how to be safe in their computer gaming habits. Pupils:</p> <ul style="list-style-type: none"> • know about the age classification system and understand why some games are not appropriate for children to play • can evaluate whether a computer game is suitable for them to play and explain why • are able to share opinions about computer games 	<p>1.Pupils learn about keeping safe online. Pupils:</p> <ul style="list-style-type: none"> • understand that people can be influenced by things online • can explain why what they see online might not be trustworthy • know when and how to report something that makes them feel unsafe or uncomfortable 	<p>1. Pupils learn about feelings of being out and about in the local area with increasing independence. Pupils:</p> <ul style="list-style-type: none"> • are aware of potential risks when out and about in the local area • describe a range of feelings associated with being out and about • understand that people can make assumptions about others that might not reflect reality
<p>2. Pupils learn about personal safety. Pupils:</p> <ul style="list-style-type: none"> • recognise the difference between good and bad touches • understand there are parts of the body which are private • know who they can go to, what to say or do if they feel unsafe or worried 	<p>2. Pupils learn about keeping safe outside. Pupils:</p> <ul style="list-style-type: none"> • know some rules for keeping safe outside • can assess whether a situation is safe or unsafe • understand the importance of always telling someone where they are going or playing 	<p>2. Pupils learn about different types of bullying and how to respond to incidents of bullying. Pupils:</p> <ul style="list-style-type: none"> • can name different types of bullying (including racism) • can identify the different ways bullying can happen (including online) • can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help 	<p>2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks. Pupils:</p> <ul style="list-style-type: none"> • can identify and assess the level of risk of different activities in the local environment • recognise that in some situations there may pressure to behave in a way that doesn’t feel safe • can identify some ways to respond to unhelpful pressure 	<p>2. Pupils learn that violence within relationships is not acceptable. Pupils:</p> <ul style="list-style-type: none"> • know what is meant by domestic violence and abuse • understand that nobody should experience violence within a relationship • know what to do if they experience violence/ where to go for help, advice and support 	<p>2. Pupils learn about recognising and responding to peer pressure</p> <p>Pupils:</p> <ul style="list-style-type: none"> • can identify risky behaviour in peer groups • recognise and respond to peer pressure and who they can ask for help • understand how people feel if they are asked to do something they are unsure about
<p>Pupils learn about people who help keep them safe outside the home. Pupils:</p> <ul style="list-style-type: none"> • can identify situations where they might need help • can identify people in the community who can help to keep them safe • know how to ask for help if they need it 	<p>3. Pupils learn about road safety. Pupils:</p> <ul style="list-style-type: none"> • can identify hazards in relation to road safety • are able to explain how to cross the road safely • recognise that there are rules in relation to road safety for all road users 	<p>3. Pupils learn about what to do if they witness bullying</p> <p>Pupils:</p> <ul style="list-style-type: none"> • can explain how to react if they witness bullying • understand the role of bystanders and the important part they play in reducing bullying • know how and to whom to report incidents of bullying, where to get help and support 	<p>3. Pupils learn about what to do in an emergency and basic emergency first aid procedures. Pupils:</p> <ul style="list-style-type: none"> • are able to assess what to do in an emergency • can carry out some simple first aid procedures for different needs • can demonstrate how to ask for help from a range of emergency services 	<p>3. Pupils learn about problems that can occur when someone goes missing from home. Pupils:</p> <ul style="list-style-type: none"> • understand some of the reasons that might cause a young person to run away or be absent from home • can identify the potential risks and dangers of running away or going missing • know who to talk to if they feel like running away 	<p>3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p>Pupils</p> <ul style="list-style-type: none"> • know some of the consequences of antisocial behaviour, including the law • describe ways to resist peer pressure • recognise they have responsibility for their behaviour and actions