**PSHE/C Curriculum – EYFS Summer Term 1**

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| **Theme: Healthy and Safer Lifestyles: Keeping Safe** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To develop a strategy to keep safer if I am lost.  2. To be able to identify trusted adults who I could talk to and ask for help. (PP) and to be able to use an assertive voice and body language. (MS)  3. To be able to identify how and when to talk to a trusted adult. (SR)  4. To know what goes on to and in to my body. (MS)  5. No Outsiders – Mommy, Mama and Me – Learning Intention: to celebrate my family | | **Keyword** | Definition | body language/gesture | using movements with your body and face to let other people know how you are feeling | | Early Learning Goals  Communication and Language   * ELG: Listening, Attention and Understanding * ELG: Speaking   Personal, Social and Emotional Development   * ELG: Self-Regulation * ELG: Managing Self * ELG: Building Relationships | |
| safe | feeling happy and secure | unsafe | feeling unhappy and insecure | |
| lost | on your own, separated or far away from other people | strategy | to make a plan which you can follow | |
| address | the place that you live – house number and name of the road | medicine | tablets or liquids from the doctor that go into or onto your body to help you feel better | |
| polite | to ask nicely with kindness and using manners | Early Warning Signs | feelings that our bodies give us when we know something isn’t right and we’re starting to feel worried or scared (e.g., wobbly legs or a funny feeling in your tummy) | |
| assertive | to ask firmly using a clear strong voice | Network of Support | close people around you that can help you if you’re feeling sad, worried or upset | |
| stomach | tummy | intestines | a place inside your body where food travels while it is being digested after leaving the stomach (tummy) | |
| lungs | organs inside your body that help you to breathe | bloodstream | blood flowing around the body | |
| **Prior Learning** – Before teaching this unit of work the children should be taught the NSPCC Pants lesson which is to be delivered at the start of each year. This learning links directly with this unit of work. During this session children learn how to keep themselves safe using the message in the Pantosaurus video: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>  and the PANTS acronym.  P – Pants are private  A – Always remember your body belongs to you  N – No means no  T – Talk about secrets that upset you  S – Speak up, someone can help  **Current Learning (EYFS)**  In this unit children will explore what feeling safe means. Children will learn strategies to help keep themselves safer if they become lost or separated from a parent/carer. Children will learn how to identify the ‘Early Warning Signs’ in their body to help them recognise if they are feeling unsafe or worried. Children will develop skills to enable them to ask for help and support. They will have the opportunity to make a Network of Support where they will identify the people who can help them, including people in different contexts in their lives. They will develop skills to enable them to ask for help and support. As part of their Drug Education, the children will learn about the potential dangers of both known and unknown substances. They will investigate what goes into and on to their bodies, who puts it there and how they feel about this. | | | | **Future Knowledge (Year 1)**  The Year 1 unit of work builds on a Protective Behaviours approach. As such it is underpinned by two key principles: *we all have the right to feel safe all the time*; and *we can talk with someone about anything, even if it feels awful or*  *small*. Children will learn how to recognise their Early Warning Signs, which help them to know if they are feeling safe  or unsafe. The children will be encouraged to consider the qualities they would look for in a ‘network’ person and decide who are the trusted adults that they could talk with about anything, big or small, good or bad. They will have opportunities to practice seeking help or advice from others, including when and how to dial 999.  Children will learn what action could be taken if a friend or family member is unkind to them. Children will learn that  each person’s body belongs to them and the correct language for body parts including genitals. They learn about safe and unsafe touch, including that if anyone tries to touch their private body parts they should talk with an adult  from their network. Children will also learn that if they are worried about a secret, or about something that happens online, they can talk with an adult from their Network of Support. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1.Do I understand simple safety rules for when I am at home, at school and when I am out and about? (to develop a strategy to keep safer if I am lost) | * describe situations away from the home where they may become separated from their parents/carers (e.g – *shops, supermarket, the leisure centre etc.)* * develop strategies to keep safer if they become lost by using the Safety Ears and Safety Eyes techniques * understand that using ‘Safety Ears and Eyes’ means that we are listening and looking out for   things we feel give us uncomfortable or unsafe feelings   * know when and how to use strategies to stay calm and find help when they are lost (see below) * *stand still and use your Safety Ears and Eyes, look all around for the adults you were with.* * *Don’t rush around looking for them.* * *When you have carefully looked around and still cannot see them, look for someone who works where you are lost e.g - lifeguard at a pool. Say to this person e.g. ‘I’m lost, please can you help me’? If there is no one nearby who works where you are lost, then an adult who has children with him/her should be approached in the same way. Children should be aware that in this situation they must share their name and the name(s) of the adults they were with).* * *The adult(s) you went with might be called over the announcement system to collect you.* * *You might be taken to the customer services area to wait.* * *Try not to panic or get upset, these adults will do their best to help you.* * *It is important to ensure that children are able to say their full name, address and telephone number for use in any situation that will keep them safer. They must be aware that this information is personal information which should not be shared if they are in a situation which gives them a ‘no’ or ‘unsafe’ feeling. Children should be discouraged from sharing this information online.* | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. Who are the people who help to keep me safe? (PP) and can I say ‘no’ if I feel unsafe or unsure about something? | * know the names of trusted adults in their Network of Support * recognise their own Early Warning Signs * understand the need to tell someone in their Network of Support if they feel their Early Warning Signs * understand the difference between being polite and being assertive * know how and when to use ‘no’ in different ways, both politely and more assertively depending on the situation (through practising these and discussing in class) * to use an assertive voice and assertive body language when communicating ‘no’ if they are feeling unsafe or worried * know who to tell from their Network of Support if they are feeling unsafe | | | | |
| 3. Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR | * know who is in their Network of Support and understand how they can help them * understand the need to tell someone in their Network of Support if they have a worry, feel unsafe or feel their Early Warning Signs | | | | |
| 4. What goes on to and into my body and who puts it there? MS | * know the names of simple body parts and where they are located on the body (*e.g. mouth, ears, eyes and nose*) * have an awareness of the different parts of the body and their uses in relation to the senses (*e.g. ears for listening etc.*) * name things that go on to their body (*e.g- clothes, lotion, dirt, sun, plasters*) * understand that some of what we eat, drink and sniff etc. finds its way around our body * understand the various ways in which things can enter into our bodies (*e.g.- via our mouths, ears, eyes, and through breathing, drinking, sniffing, injections, cuts and accidents*) * to understand that what we eat and drink goes into the tummy or stomach and intestines and that some of them then pass into the bloodstream and are carried around the body * to know that what we breathe in goes into the lungs | | | | |
| **No Outsiders**  5. Additional Learning – Mommy, Mama and Me  Learning Intention: to celebrate my family | * know that the people in their family are special * understand that all families are different * understand that facial expression can show other people how they are feeling * identify who loves them in their family | | | | |