**PSHE/C Curriculum – Year 2 Summer Term 1**

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| **Theme: Healthy and Safer Lifestyles: Personal Safety** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To identify a range a familiar situations which might entail risk and identify associated emotions. (MW)  2. To know basic personal information and know when they might need to give it. (BFA)  3. To understand the range of people who can help in an emergency and how to call them. (BFA)  4. To know how to reduce risk and keep myself safer in a variety of situations.  5. No Outsiders – The Great Big Book of Families | | **Keyword** | **Definition** | **Keyword** | **Definition** | | In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School.  Health Education  Mental Wellbeing (MW)  • how to recognise and talk about their emotions, including having a  varied vocabulary of words to use when talking about their own and  others’ feelings.  Basic First Aid (BFA)  • know how to make a clear and efficient call to emergency services if necessary.  • concepts of basic first-aid, for example dealing with common injuries, including head injuries. | |
| safe | feeling happy and secure (not being in danger) | accident | something that happens by chance – it is not anyone else’s fault | |
| risk | taking a chance on something that might put you in danger and might make you unsafe | measures | steps we can take, things we can do to help us keep safe | |
| strategies | different things we can do – coming up with a plan that we can follow to help us | First Aid | medical care and treatment that is given after an accident has happened. | |
| imaginary | something that is pretend, made up in your head and not real | First Aider | someone who is qualified (has passed a test) and is able to help give other people medical care | |
| emergency | a situation when somebody is hurt or in trouble and needs help quickly | injury | when somebody is hurt and needs help to make them better again | |
| community | people close around you that can offer help and support | diverse | different – everyone is different and that difference is something to be celebrated | |
| **Prior Learning (Year 1)**  In Year 1, the children looked at how to identify different feelings and tell others how they are feeling. They explored what to do if a friend or family member was being unkind to them and what to do if they are worried about something that happens online. Children were prompted to use their ‘Early Warning Signs’ (feelings that their bodies tell them when something isn’t right) to help them know if something is unsafe. Children were reminded of the importance to talk to a trusted adult from their ‘network of support’ if they feel their ‘Early Warning Signs’. The children used scientific vocabulary to label parts of the body (including male and female sexual parts) and learnt what is an unsafe and unwanted touch. Children used resources from the NSPCC Pants unit of work to help them understand bodily autonomy and know how to tell a trusted adult what they are worried about so that they can feel happy and stay safe. | | | | **Future Knowledge (Year 3)**  In Year 3, the unit of work builds on a Protective Behaviours approach. These are 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. Through the series of lessons, 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 their trusted adults that they could talk with about anything, good or bad, big or small. They will have opportunities to practice seeking help or advice from others, including when and how to dial 999 and how to contact Childline. Whilst the terminology of ‘abuse’ and ‘neglect’ is not introduced until years 5 and 6 (PS 56), the learning in this unit does include action which could be taken if a child is worried about a relationship with a friend or family member. Children will revisit the learning introduced in PS 1/2 Personal Safety that each person’s body belongs to them and revisit the correct language for body parts including genitals. They have the opportunity to consider the sort of physical contact they feel comfortable with, and how to report unwanted or unsafe touch. Children will also learn how to judge whether a secret is safe or unsafe and how to stay safe online. Throughout the unit of work children are reminded that if they are feeling worried about anything, they can talk with a trusted adult from their Network of Support. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What are risky situations and how might I feel? (MW) | * Know what ‘safe’ means and how it makes your body feel (e.g. calm and relaxed) * Understand that we all have to move out of our ‘safe place’ at various times and that we need skills to help use stay safer and feel safer in those places. * Develop strategies to help keep safe when in different places using ‘keeping safer’ skills (*e.g. e.g. At school I stay safer by listening to my teachers; When I’m crossing the road, I stay safer by looking both ways; When I’m at the swimming pool, I stay safer by staying the shallow end*). * Recognise that worries and fears can be real or imaginary and that different people might worry about different things, depending on who they are and what their experiences are. Everyone has fears and that adults have fears as well as children. * Understand that actions you do or don’t do can sometimes prevent risks and help keep you safe (*e.g. not looking carefully, being too excited, being in the wrong place, not putting a seatbelt on).* Sometimes an action from someone else can be dangerous (*e.g. being pushed over, being told to go away).* * Know that in some situations we are in total control of our own safety and others we have no control over. However, in most situations there is some way which we can help ourselves to stay safer. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What is my name, address and phone number and when might I need to give them? (BFA) | * able to say their full name and their address using the sentence stem *‘My name is ... and I live at ...’* * able to say last name and some of their telephone number *‘My last name is ... and my telephone number is ...’*. * understand that they might need to give out this information to school staff, health professionals, activity leaders etc. * Understand that there are some situations where they might be asked for their personal details including when they are ill, when they are lost, if they are ringing an ambulance for help or when a friend is coming over to play. * Be aware of some situations where it is not safe to give out their name and address e.g. to people they do not know or online. | | | | |
| 3. What is an emergency and who can help? (BFA) 3.1 – 3.7 | * Know that sometimes people need to ask for help - using the sentence stem ‘*A time someone might need help is...*’ * Understand how they can help others in different situations and how the helper and receiver of help might feel – by using the sentence stem *‘I could help out when...’* * Be aware of the different emotions/feelings that someone might feel when they help someone else and that it feels good to help and to be helped. * Know the risks and dangers that they could face in different locations and scenarios (e.g. broken glass in the sandpit, a child with a ball near   the road, a small child on their own).   * Identify who to ask for help in an emergency in a given location and scenario (*e.g. You are in a busy shop when you realise that you have been separated and you can’t see your grown up, You are at the park with your friend when your friend falls off their bike and cuts their knee or You are sitting at the back of the bus going on a school trip and your friend feels sick*.) * Understand a point in an accident when an ‘emergency’ situation takes place – by calling out ‘Freeze’ when it gets to the emergency. Tell the children that when you * Demonstrate understanding of knowing how to ask for help in an emergency situation and who to approach (an appropriate adult) * Understand that in some emergencies we need more help than a grown up nearby can give and that more help from specialist people is needed. * Know the number ‘999’ and that dialling the number can get more help * Know when it is appropriate to dial 999 in an emergency situation *e.g. someone is knocked down, someone has an asthma attack, someone has fallen in the river, someone has discovered a haystack on fire, their mum has fallen down the stairs and there is no other grown up in the house.* * Understand that in an emergency situation they must first make sure that they are safe from danger themselves – (*e.g. if they are in traffic or at risk from a*   *fire they should first move to a safe place)*   * Know how to dial 999 on a landline or a mobile phone, how to put the phone on speakerphone if they can and know how to make a judgement about which emergency service they might need (Police? Ambulance? Fire? Coastguard?) * Understand what information is required to give to the operator over the phone in an emergency situation * Know the different roles of people who care for children in the community - e.g teachers, school crossing patrol, lunchtime supervisors, police, paramedic - understand ways in which these people in the community can help them in a risky or emergency situation. * Identify trusted adults in their own ‘network of support’ * know how to ask for help and how those people might help to keep them safer * understand the roles of people that keep them safe *(e.g. A police officer helps me keep safer by telling drivers not to park in a dangerous place, A paramedic comes*   *to help you if you are seriously hurt, An ambulance driver takes you to hospital if you are seriously hurt, A life boat crew member helps you if you float out to sea on an inflatable)* | | | | |
| 4. How I can stop simple accidents from happening and how can I help if there is an accident? (BFA)   * 1. – 10.2) | * Understand what an ‘accident’ is and how we can stop/prevent accidents from happening if we are careful and think ahead. * Identify risks in different situations and know what they would do to keep themselves safer. * Understand that even if a situation seems totally safe, there will still be an element of risk involved, but that we can take measures to keep ourselves safer. * Know how to prevent accidents from happening in the classroom or on the playground. * Understand the ways in which they might help in an emergency without endangering themselves. * Be able to recall a time that they received First Aid when they were hurt. – know what a First Aider does to help. * Know that First Aid is a particular sort of help people might give if a person is suddenly injured or ill. * Know that usually children won’t need to do First Aid in school, but that they can get adult help quickly from the First Aider. * Able to give examples of the most common injuries in school (e.g. cuts, grazes * and head bumps.) * Know basic First Aid that a First Aider would carry out – cleaning a cut with a wipe or applying a cold compress. * Know what to do if someone had a cut, graze or head bump and there is no First Aider nearby and the grown up who is looking after them is out of sight (using the film Head Injury to consolidate the learning). | | | | |
| **No Outsiders**  5. Additional Learning – The Great Big Book of Families | * Understand what diversity is (everyone being different) * Know that our school is diverse * Understand that everyone is welcome at our school | | | | |