**PSHE/C Curriculum – Year 4 Summer Term 1**

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| **Theme: Healthy and Safer Lifestyles: Managing Safety and Risk** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To develop decision making strategies for risky situations, and to understand that pressure to act in a risky way might come from people they know.  2. To identify benefits and risks with road traffic have strategies to stay safer and get help, and to identify benefits and risks of being near water and have strategies to stay safer and get help. (MW)  3. To identify different risks with fire and have strategies to stay safer and respond to an accident.  4. To be able to recognise an emergency and take suitable action. (HP BFA)  5. (Additional) To identify risks when joining in with activities and visits and have strategies to stay safer and offer help. (MW)  6. Additional Learning – Along Came a Different | | **Keyword** | **Definition** | **Keyword** | **Definition** | | This unit also contributes towards the following elements of the statutory requirements in Health Education:  Mental Wellbeing (MW)  • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  • 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.  • how to judge whether what they are feeling and how they are  behaving is appropriate and proportionate.  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. | |
| risk assess | check and think about the risks involved in a situation | procedure | an established or official way of doing something | |
| allergy | where your body overreacts to something - The symptoms can be mild, but for some people they can be very serious | flammable | easily set on fire | |
| choking | difficulty in breathing due to an obstruction (blockage) in the throat or windpipe | reflective  fluorescent | a surface that reflects light away and shines it back in the direction it first came from – making it visible and easily seen  very brightly coloured material that makes it easier to be seen when wearing – easily visible | |
| persuade | to cause someone to believe something | hazard | a danger or risk | |
| peer-pressure | feeling pressured by friends or people around you, to act or behave in a certain way | groynes  sluices  weirs | low walls built out into the sea  sliding gates that controls the flow of water e.g. a lock  low dams built across a river or stakes set in a stream as a trap for fish | |
| scald | a burn or injury caused by hot liquid or steam | sterile | completely clean and free from bacteria | |
| assertive | being very clear and confident in what you are saying | caution | taking care to avoid danger or mistakes | |
| **Prior Learning (Year 3)**  In year 3, the children looked at the 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 learnt how to recognise their Early Warning Signs, which help them to know if they are feeling safe or unsafe. The children were encouraged to consider the qualities they would look for in a ‘network’ person and decide who were their trusted adults that they could talk with about anything, good or bad, big or small. They practised seeking help or advice from others, including when and how to dial 999 and how to contact Childline. Children were reminded that each person’s body belongs to them and revisited the correct terminology for body parts including genitals. They were supported to consider the sort of physical contact they feel comfortable with, and how to report unwanted or unsafe touch. Children learnt how to judge whether a secret is safe or unsafe and looked at how to stay safe online. Throughout the unit of work children were reminded that if they are feeling worried about anything, they can talk with a trusted adult from their Network of Support. | | | | **Future Knowledge (Year 5)**  In Year 5, children will learn how to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. The children will be encouraged to consider the qualities they would look for in a ‘network’ person and decide who are the trusted adults they could talk with about anything, big or small, good or bad. They will also consider how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe  secret. Children will learn that each person’s body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact and how to seek support from their network. This unit also includes learning about what sorts of behaviours constitute abuse and neglect and how to access support via their network, for themselves or a friend. They will have opportunities to practice seeking help or advice from others and to develop their problem-solving strategies, which can be applied in a range of contexts. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. Can I make decisions in risky situations, and how might my friends affect these decisions?   * 1. – 3.4) | * Identify areas where they particularly need to think about how to stay safer e.g. in the park, at the swimming pool, at the beach, in the kitchen, when crossing the road. * Understand some ways to help stay safe in different locations and give some safety pointers for each location. * Know how to use the Stop/Decide/Do strategy. (Stop – something doesn’t feel right, I think there’s a risky situation developing. Decide – what are my options, should I say something, go somewhere or get some help? Do – take action to reduce the risk) – using traffic light strategy; (Stop=Red, Decide=Amber, Do=Green). * Able to risk assess a situation using the Stop/Decide/Do strategy. * Know that different people respond to situations differently. * Understand that sometimes a quick Stop/Decide/Do response is needed to keep safe e.g. when someone is choking. * Understand that it is important to remove the obstruction from their airway as soon as possible when somebody is choking * Identify some ways to get help quickly if someone is choking (e.g. shouting for an adult immediately and encouraging the person to try coughing hard, hitting the person hard on their upper back 5 times, calling 999, (if hitting the back has not worked and nobody else is around to call emergency services) and continuing to hit the person between the shoulders while waiting for help. * Able to use the Shout/Cough/Slap to know how to help someone who is choking * Understand that there are some situations that they might experience where they could feel pressure to behave in a particular way from friends or others they know. * Know that sometimes friends can influence or persuade a person’s decision making * Understand how a person might influence or persuade them to take a risk (peer-pressure) * Recognise that even know others may try to persuade them, they need to do what’s right and safe for themselves in a risky situation * Know how to respond assertively and why this is a useful skill to develop. * Understand how someone might take a risk if they are in danger physically, emotionally or socially * Recognises that their friends and other people they know are more likely to influence them to take risks than people they don’t know. * Know strategies to keep safe if they are in a group of children all the same age as themselves (with no adults present) * Able to give possible outcomes e.g. if they went out of sight of adults, or they went to an unfamiliar place to play or the group split up. Using the structure; ‘*The friends went to... They realised it was risky when... The critical moment was... A safe ending was... And an unsafe ending was...’* * Able to identify some rules to help them and their friends to stay safer in different situations. * Understand some reasons why people take more risks when they are with friends, rather than being by themselves (e.g *wanted to show off, felt competitive, got too excited, forgot the time, felt like messing about, didn’t want to let the group down, wanted to impress, felt frightened of people in the group).* | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What are the benefits of using the roads and being near water and how can I reduce the risks? (MW) | * Able to share something about their favourite journey by road. * Understand that journeys on roads can be taken in different ways (e.g. - they are a pedestrian, a car passenger or riding a bicycle). * Know that we all regularly take journeys which use the roads. * Understand the Stop, Look and Listen procedure for crossing the road. * Recognise that the Green Cross Code has a more detailed procedure to help cross roads * Able to describe how to follow the Green Cross Code procedure to help cross roads   (The Green Cross Code): Stop Find a safe place to cross, Stand on the pavement near the kerb, Look all around for traffic and Listen for approaching traffic. If traffic is coming let it pass. Think if it is safe to cross, When there is no traffic, walk straight across   * Understand ways which they might be seen more easily (be more visible) e.g. wear bright colours, wear reflective clothes, cross under a lamp when its dark, don’t cross from between parked cars. * Know that a torch shines off reflective surfaces on clothing which makes it seen more easily at night * Understand how to make themselves more visible when crossing roads (to wear bright fluorescent clothes in the day and reflective clothes at night) * Understand all the different places they might come across water, e.g. ponds, swimming pool, beach, river, canal. * Know that ways in which water can be fun e.g. swimming, paddling, walking beside, feeding ducks, canoeing, fishing. * Identify watery places near where they live. * Understand what activities people do at the beach (paddling, swimming, rock pooling, crabbing, fishing etc) * Understand that the beach is a place where people can have lots of fun, but they need to be careful and remember the dangers. * Recognise possible dangers at the beach - using the RNLI Spot the Dangers supporting resource * Understand the steps needed to stay safe at the beach – using the ‘SAFE code’ - S – Spot the dangers, A – Always go with a friend or adult, F – Find and follow the safety signs and flags E – Emergency, put up your hand and shout or ring 999/112 * Recognise some of the dangers at the beach involving water e.g. tides, currents, groynes and boats * Identify different flags and signs used on a beach and to know what they mean * Recognise how the flags and signs on beaches help keep people safe * Identify a hazard involving water from a picture prompt (e.g. found in an inland waterway, e.g. locks, underwater hazards, slippery banks, bridges, sluices, weirs. * Understand that most people who drown can swim * Know the basic safety message when keeping safe near a water hazard - ‘Don’t go in.’ * Able to plan a trip - involving a water type; e.g. pool, pond, sea, boating lake, reservoir and an activity; e.g. canoeing, sailing, fishing, bird watching, walking nearby or swimming. * Able to risk assess the possible dangers which might occur on their trip involving water * Understand items that they might need to take with them to keep safe and what dangers they should look out for and ways to stay safer near water. * Know some ways to stay safe from the sun (e.g. sun cream, sun hat, clothes that cover arms and legs, drinking water etc). | | | | |
| 3. How is fire risky and how can I reduce the risks? | * Understand the different ways that fire can be helpful and useful e.g. for heat, cooking, celebration etc. * Know that fire can be dangerous if it is not treated with caution. * Able to suggest reasons why fire might be dangerous e.g. it burns people and destroys objects, but that is also produces fumes which can suffocate and kill people. * Understand the ways in which a fire could start in the home, in a public building, or outside. * Know some safety measures that they can take within school or the home building to prevent a fire * Know how to alert people to a fire at school or in the home as quickly as possible e.g. fire alarm, fire drill, smoke alarm, clearing away flammable rubbish. * Understand the consequences of fire using e.g. Ben’s story from Staywise. * Recognise how characters felt at different stages of Ben’s Story (Staywise) * Understand why it would be good to have a home escape plan and know why it might be useful to practise it (using the ‘Know Your Way Out’ resources for support) * Able to devise their own escape plan to be used in the event of a fire in the home (drawing a plan of their homes showing two possible escape routes) * Recognise strategies to exit the home safely in the event of a fire whilst also negotiating locked windows and doors, double glazed windows etc. * Understand roles of different family members in their fire escape plan * Able to share details of their home fire escape plan with their parents/carers and others in the home, recalling details of how to exit safely and quickly * Understand what a fire drill is * Know why it is importance to practise a fire drill at school * Know school’s procedure for a fire drill. * Understand the difference between a burn and a scald * Identify three situations where somebody might get burnt * Identify three situations where someone might get scalded. * Able to sort the situations where burns and scalds might happen e.g. in the   bathroom, in the kitchen, in the living room, out and about. – using the St Johns KS2 Burns and Scalds resources   * Know first-aid actions to take if someone was burnt or scalded | | | | |
| 4. What actions could I take in an emergency or accident and how can I call the emergency services? (HP BFA)  (8.1 - 8.6) | * Understand what an emergency is * Identify different kinds of emergencies e.g. road, water, fire, home, accident * Understand that an emergency is time critical (Emergencies need quick thinking and action to prevent or reduce harm.) * Recognise that some emergencies they could help with but that others would need the help of trained adults. * Understand the qualities needed for a person working in the Emergency Services * Identify when an emergency is taking place from a given scenario * Know when to call 999 and ask an emergency service to help (using the St John’s Emergencies and Calling for Help resources) * Know the procedure for making a 999 call. * Understand what information should be given to an operator I a 999 call and the questions they will ask them;   *- ask you the address where you are and send help to you as soon as possible*  *- ask you the reason for your call and ask for more details about any casualties for example, medical problems and symptoms*  *- give you advice on what you can do until help arrives*  *- ask you to do things like put a casualty in the ‘recovery position’ (what they ask you to do will depend on your age and ability).*   * Know how to confidently make a 999 call for help in an emergency. * Know the procedure to take in an emergency situation (e.g. a fire in the kitchen; a child in danger in the water; an accident in the school playground; a child being threatened in the park). * Understand the importance of trying to keep calm and thinking clearly in an emergency situation. * Recognise how being in an emergency situation might make you feel, act and behave * Understand the advantages of knowing how to get help, working out risks, not panicking and keeping themselves safe * Understand the disadvantages of panicking, acting first then thinking later and following the crowd. * Identify if a situation needs First Aid or an Emergency Service * Recognise actions that are First Aid e.g. putting on plaster, applying a bandage, cooling a burn. * Understand that some situations would need dressings applied e.g. plasters and bandages e.g. roller bandage. * Identify situations where dressings or bandages may need to be applied * Know that dressings are sterile pads that we put onto wounds to promote healing and that they are used to keep wounds clean and prevent further harm. * Know that bandages are used to hold dressings in place, support injured joints and control bleeding. * Able to apply dressings and bandages through practical experience * Understand how to apply a dressing, they should: stop bleeding by putting pressure on the wound and lifting it above the heart, clean the wound under running water (for 5 to 10 minutes), pat dry using a clean cloth (but nothing fluffy), choose a dressing that is slightly bigger than the wound they are to cover, hold the dressing at the edges and not touch the part that will cover the wound, replace dressings when they are dirty or wet, or when blood soaks through. | | | | |
| 5. (additional) How do I keep myself safe during activities and visits? (MW) | * Understand ways to keep themselves safe whilst participating in an activity they like doing, e.g. always tell an adult where you’re going; follow instructions from people there to help you; ask for help with plugs; if there are smaller children there make sure they don’t eat small parts of toys. * Recognise that some activities require special equipment to help keep them safer * Understand that adults have some responsibility for children’s safety, but that they have some responsibility too. * Know what an allergy is * Able to give some examples of allergies (e.g. hayfever, allergies to food, dust) using St Johns Allergies lesson support materials * Understand information about allergies and how to treat them. * Recognise that people who have allergies might be more likely to need help from Emergency Services – and that a risky situation for them might look different to someone else * Know how to use an Epipen in an emergency situation | | | | |
| **No Outsiders**  6. Additional Learning: Along Came a Different | * Know we are all different * Able to say ways which we are different. * Understand some reasons why some people are afraid of difference. * Able to help others to accept difference | | | | |