**PSHE/C Curriculum – Year 6 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 understand the benefits and consequences of taking physical, social and emotional risks (MW)  2. To understand and practise basic procedures for first aid (BFA)  3. To identify new risky situations due to increasing independence and consider safety implications.  4. To identify a wider range of situations where they might encounter risk e.g. on public transport, near the railway and have strategies to stay safer.  and  To identify some benefits of being outside and have strategies to keep themselves safer in the sun. (HP)  5. No Outsiders – The Only Way is Badger | | **Keyword** | **Definition** | **Keyword** | **Definition** | | This unit contains teaching which directly addresses the requirements for:  Health Education:  Health and Prevention (HP)  • about safe and unsafe exposure to the sun, and how to reduce the  risk of sun damage, including skin cancer.  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.  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. | |
| physical risk | physical harm or injury (physically hurting yourself) caused by taking a risk | fluid | liquid produced by the body e.g. blood | |
| social risk | taking greater risks depending on who is around you socially | unconscious | in the state of not being awake and not aware of things around you, especially as the result of a head injury (not being conscious) | |
| emotional risk | putting yourself at greater risk of feeling an emotion (feeling lonely or sad etc) | casualty | a person that has been injured | |
| consequences | the effect, result, or outcome of something occurring earlier on | recovery position | a safe lying position in which people should be put when they are unconscious so that they can continue to breathe | |
| pros and cons | the good things and the bad things (advantages and disadvantages) | minimize | to reduce something to the least possible level or amount | |
| knocked out | when a person is unconscious, typically with a blow to the head | pedestrian | a person walking rather than travelling in a vehicle | |
| freedom of speech | the power or right to express your opinion | pupil voice | opportunities for pupils (children) to voice their opinion, thoughts and wishes and have a say in what happens at their school | |
| **Prior Learning (Year 5)**  In year 5, children worked builds on a Protective Behaviours approach. These are underpinned by the two 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 looked at 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 were encouraged to consider the qualities they would look for in a ‘network’ person and decide who would be their trusted adults. Children were reminded that they could talk with about anything, big or small, good or bad. They also considered how to judge whether a secret feels safe or unsafe and how they could seek support if they were asked to keep an unsafe secret. Children 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. Children learnt what sorts of behaviours constitute abuse and neglect and were reminded how to access support via their network of support, for themselves or a friend. They were given opportunities to practice seeking help or advice from others and looked at developing their problem-solving strategies, which can be applied in a range of contexts. | | | | **Future Knowledge (secondary school)**  This will be dependent on the KS2 PSHEC curriculum in Secondary Schools. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What are the possible benefits and consequences of taking physical, emotional and social risks? (MW) | * Understand what the words physical, social and emotional might mean in relation to risks. * Able to categorise different types of risks into a Venn Diagram for physical, social and emotional risks e.g. physical risk: falling off, getting knocked down, killer bees social risk: getting into an argument, losing a friend, getting told off emotional risk: feeling upset, crying, feeling alone. * Understand that risks are not just physical * Able to describe a situation which involves elements of physical, social and emotional risk (from the book The Dare Game) * Able to list the physical, social and emotional risks associated with jumping onto a railway track * Able to assess possible risks associated with being on or near railway tracks * Able to categorise the ‘riskiest’ risk using different scenarios through role play * Identify the negative consequences for Dan (in the story) taking the risk * Able to discuss any benefits of taking the risk, *e.g. feeling courageous, impressing his friends etc*. * Identify pros and cons of taking a risk * Understand if a risk is ‘worth it’ if it puts them in direct danger. * Able to give examples of risks that Dan might take and understand which factors might affect his choice. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. Can I carry out basic first aid in common situations, including head injuries? BFA | * Understand situations when a child might receive a head injury and give examples * Identify when people should dial 999 in different situations e.g. someone has been in a car accident; fallen from a height; been knocked out (even if they wake up); fluid or blood coming from their ears or nose; numbness or problems walking, balancing, understanding or speaking; changes to their usual behaviour following a head bump; memory loss following a head bump; continuous vomiting after a head bump or trouble staying awake after a head bump. * Recognise that a first-aider should call 999 in these serious situations (above) as these are all signs that the head injury might be serious. * Understand what do if someone bumps their head * Understand what to do if someone has a head injury and there is no adult close by * Know how to dial 999 if a serious accident or injury has occurred. * Understand what to do in an emergency situation when 999 has been dialled (know what the operator will ask and how to carry out what they are asked to do) * Able to come up with three things Aisha should do in a scenario of finding a neighbour collapsed on the floor * Able to come up with three things Aisha should not do in the scenario of finding a neighbour collapsed on the floor * Understand what the word ‘unconscious’ means. * Know what to do if they find someone unconscious; call for help, shake them/call their name, pinch their ear to get a response, see if they are breathing, listen for their breath, look for the rise and fall of the chest, make sure there are no dangers around, check for bleeding. * Know what an unconscious person looks like when they are breathing/not breathing – using video resources * Know what to do if an unconscious person is breathing – using Aisha’s situation of finding Mr Wilkin’s (neighbour collapsed on the floor) * Know what to do if an unconscious person isn’t breathing - using Aisha’s situation of finding Mr Wilkin’s (neighbour collapsed on the floor) * Understand steps that must be taken to help a person who is unconscious when breathing and not breathing (using the Red Cross teaching resources) * Understand how to put someone in the recovery position – using the NHS videos * Know why it is important to put somebody in the recovery position * Understand that a person who is unconscious but not breathing should NOT be put into the recovery position. * Able to put a casualty into the recovery position (after practising) * Understand the steps that must be taken when carrying out first-aid when the casualty is breathing (using the situation of Aisha and Mr Wilkins) - e.g. Aisha realised that Mr Wilkins was breathing, so after she called for help, she put him the recovery position and waited with him until the ambulance came. He was checked over at hospital and is now back at home and doing well. | | | | |
| 3. What are the benefits of cycling and walking on my own and how can I stay safer? | * Able to organise situations based on their experiences into ‘Situations I have recently experienced without an adult for the first time’, ‘Situations I’ve been in on my own for a while’ and ‘Situations I have never been in’. * Understand that there may be more risks and a greater need to keep safer when they are alone (without an adult) for the first time e.*g. going for a walk on their own, going to park on their own, cycling on their own, going to the shop* * Identify instructions that an adult (parent/carer) might tell them before they leave the house if they are going somewhere new on their own for the first time * Understand why adults might give instructions about staying safe, having fun, getting help, getting home on time * Able to think of a new situation that they think they are ready, or nearly ready, for. * Understand that adults (parents/carers) might worry about them in new situations when they are alone – and give some examples related to above activity * Understand what adults (parents/carers) might be excited for them and looking forward to using the above activity * Understand what they can do themselves to help minimise the risks and what they can do to make sure they enjoy the new experience. * Recognise the importance of taking extra care and being cautious in different situations that involve risk when they are on their own (without an adult) – e.g. If they met a dog when they were on their own they would/wouldn’t… * Understand that it is important to be cautious around unknown dogs – using Dogs Trust leaflets * Understand ways to keep safer as a pedestrian e.g crossing the road carefully, paying attention to what is around you, not listening to music when crossing roads etc * Understand ways to keep safer as a car passenger e.g. wearing a seatbelt, not distracting the driver etc * Understand ways to keep safer in the dark e,g. wearing bright or fluorescent clothing, being careful crossing roads etc * Understand ways to keep safer as a cyclist e.g. riding your bike on the lefthand side of the road, wearing a helmet etc * Understand the preparations you should make before going on a journey by bike, e.g. checking the condition of the bike, wearing the correct clothing, wearing a helmet, planning a route, telling someone where they are going etc * Able to list some precautions they should take whilst cycling – using Tales of the Road - A Highway Code for Young Road Users resource * Recognise safety rules about wearing helmets when cycling - highlighted in Danish Road Safety film Helmets (*subtitles needed*) * Understand how someone might be encouraged to wear a helmet when cycling * Able to come up with some responses for the children and adults who did not wear a cycle helmet – from the Helmets film * Understand the benefits of cycling e.g benefits on health, benefits on wellbeing, less cars on the road so it is better for the environment etc * Understand ways which they could stay safer when cycling * Understand different situations relating to the road in which they are on their own and in which they are in a group e.g. walking to school, cycling to a friend’s house, travelling to secondary school on the bus, riding in the car to the shops. * Recognise that as they get older they are more likely to be using the road unaccompanied by an adult and in the company of friends. * Understand that being with friends might affect the ways we behave on or near * the road, or in other potentially risky situations. * Understand that there are other distractions to pedestrians such as using a mobile phone or using head/earphones. (using the films Take the Lead and First Journeys) | | | | |
| 4. What are the benefits of using public transport and how can I stay safe near railways?  and  How can being outside support my wellbeing and how do I keep myself safe in the sun? (HP) | Railway Safety   * Understand the positives of using trains * Recognise that all modes of transport have dangers can be minimized by behaving safely. * Identify some dangers of playing near railways and using level crossings, as well as some dangers they might encounter whilst on train journeys. * Understand the main dangers of trains, level crossings and railways, e.g. they move very fast; they can’t stop easily; they run on high levels of electricity, pedestrians are close to the trains at a level crossing. * Know how they should behave near railways and a level crossing to avoid these dangers. e.g. Stand behind the yellow line on the platform or you might get hit by the train as it passes through the station; Cross the track by a bridge or you might stand on the live rail. * Understand do’s and don’ts of using the railways and level crossings * Recognise ways they can keep safe using railways and level crossings * Understand the importance of telling an adult or dialling 999 if they see anyone behaving dangerously on or near the railway line. * Recognise some safety posters and symbols used around the railway (using resource 3 Play Safe Poster) * resource and review the various safety signs which can be found around the railway. * Describe a danger of using the railway and an instruction which could be followed to help keep them safer e.g. Warning – Electricity in the extra rail! Don’t get off the train until it stops! Don’t drop objects on the line! Don’t play on the platform.   Sun Safety   * Understand some benefits of being outside * Understand the danger of being out in the sun (being burnt) * Know that sunburn can lead to skin cancer (using animation resource) * Able to make suggestions of how they can stay safer in the sun. e.g. Wear a brimmed sunhat; Wear a T-shirt; Wear sunglasses; Have lots of cool drinks; Stay in the shade at the hottest times of the day (11 am to 3pm.); Use a sun protection lotion and reapply it frequently. * Understand that there are some times when it is difficult to follow the sun safe rules e.g. when out with friends, when out longer than expected. * Identify steps that could be taken at school to help stay safe from the sun – using questioning e.g. Which area of the playground are shady? How many people wear hats? How many people use sun protection? How many people drink water at lunchtime? * Able to feedback the results of the fact-finding tasks of how to stay safer in the sun and discuss what might be done to improve matters. (with mid-day supervisors, head teacher etc.) * Know precautions to take to help keep themselves safer when being out in the sun | | | | |
| **No Outsiders**  5. Additional Learning – The Only Way is Badger | * Understand what freedom of speech means * Understand how language can be used to persuade people * Know what pupil voice means * Understand how important pupil voice is | | | | |