



Year 1 – PSHE – Spring 1 – Feeling Safe

Keeping Safe and Managing Risk

Previous Knowledge and Skills	Future Learning on this skill
- EYFS end point: Self Regulation ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - EYFS end point: Managing Self ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly - EYFS end point: Gross Motor ELG: Negotiate space and obstacles safely, with consideration for themselves and others	- Yr2 End Point: To learn about keeping safe in the home, including fire safety - Yr2 End Point: To learn how to keep safe online when playing games and watching videos - Yr2 End Point: Pupils learn about keeping safe outside

MindMate – Life Changes

Lesson Focus: Feelings about change: I understand that talking about my feelings can help

Pupils will have the opportunity to:

- Learn how to communicate their feelings about new experiences to others
- Recognise how others show feelings and know how to respond

Key Vocabulary

We want you to remember these words.

Danger- the possibility of suffering harm or injury.	Safe- protected from or not exposed to danger or risk
Unsafe- not safe; dangerous.	Safe secret- a safe secret will make somebody feel happy when it is revealed, and it is usually only kept for short time.
Unsafe secret- will make somebody feel unsafe and they will be told they must never tell or that the secret	Trusted adult- people whose words and actions make you feel safe.

Key knowledge and skills

The 'stuff' we want you to remember.

- To know about how to keep safe in familiar situations, including when a secret is safe/unsafe
- To know who they can go to, what to say or do if they feel unsafe or worried
- To know about people who help keep them safe outside the home

Focus question: Who are your trusted adults?



Year 2 – PSHE – Spring 1 – Road Safety and Internet Safety

Keeping Safe and Managing Risk

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Previous Knowledge and Skills	Future Learning on this skill
- Yr1 End Point – Know how to keep safe in familiar situations, including when a secret which is safe/unsafe. - Yr1 End Point – Know who they can go to, what to say or do if they feel unsafe or worried - Yr 1 End Point – Know about people who help keep safe outside the home	- Yr3 End Point – Know how to recognise bullying and how it can make people feel - Yr3 End Point – Know about different types of bullying and how to respond to incidents of bullying - Yr 3 End Point – Know what they can do if they witness bullying

MindMate – Life Changes

Lesson Focus: Loss : I can talk about how I feel when I have lost something

Pupils will have the opportunity to:

- Learn about changes and loss and the associated feelings (including moving home, losing toys, pets or friends)
- Understand how it feels to lose something special
- Describe times when people might feel loss

Key Vocabulary

We want you to remember these words.

Safe - protected from or not exposed to danger or risk	Unsafe- not safe; dangerous.
Hazard - a danger or risk.	Risk - the possibility of something bad happening
Emergency - a serious, unexpected, and often dangerous situation requiring immediate action.	Online Safety - the act of staying safe online. It is also commonly known as internet safety, e-safety and cyber safety.
Road Safety – the measures taken to reduce the risk of road traffic injuries	Fire Safety – the set of practices intended to reduce the destruction caused by fire
Stranger - a person whom one does not know or with whom one is not familiar.	Emergency Services - the public organisations that respond to and deal with emergencies when they occur, especially the ambulance service, the police, and the fire brigade.
Police - the civil force of a state, responsible for the prevention and detection of crime and the maintenance of public order.	Fire Service - an organization responsible for preventing and fighting fires.
Ambulance - a vehicle equipped for taking sick or injured people to and from hospital.	

Key knowledge and skills

The 'stuff' we want you to remember.

- To know what are some safety hazards at home (indoors or outdoors)
- To know how to keep safe around roads.

Focus question: : What can I do to keep myself safe?



Year 3 – PSHE – Spring 1 Bullying – See it, Say it, Stop it

Keeping Safe and Managing Risk

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Previous Knowledge and Skills	Future Learning on this skill
Yr2 End point: To know how to keep safe in the home, including fire safety	Yr4 End Point: learn how to be safe in their computer gaming habits
Yr2 End: point: To know how to keep safe online when playing games and watching videos	Yr4 End Point: learn about keeping safe near roads, rail, water, building sites and around fireworks
Yr2 End Point: To know how to keep safe outside	Yr4 End Point: learn about what to do in an emergency and basic emergency first aid procedures
Yr2 End point: To know about road safety	

MindMate – Life Changes

Lesson Focus: Coping with change: I am learning to handle change

Pupil will have the opportunity to:

- Understand the importance of being co-operative with others
- Understand that change happens and can be challenging
- Understand that adapting to change is key to developing emotional wellbeing

Key Vocabulary

We want you to remember these words.

Bullying- seek to harm, intimidate, or coerce	Physical bullying- the type of bullying where someone uses their body or an object to hurt or scare someone else.
Verbal bullying- the repeated slandering, ridiculing, or maligning of a person	Social bullying- the use of various means to damage or destroy someone's social relationship
Cyber bullying- bullying with the use of digital technologies	Repeated- done or occurring again several times in the same way
Bystander- a person who is present at an event or incident but does not take part	Racism- prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group
Sexism- prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.	Ageism- prejudice or discrimination on the grounds of a person's age.
Disablism- discriminatory, oppressive, abusive behaviour arising from the belief that disabled people are inferior to others.	

Key knowledge and skills
The 'stuff' we want you to remember.

- To recognise bullying and how it can make people feel
- To know about different types of bullying and how to respond to incidents of bullying
- To know what to do if they witness bullying

Focus question: What should I do if I witness bullying?



Year 4 – PSHE – Spring 1 - Playing Safe

Keeping Safe and Managing Risk

Previous Knowledge and Skills	Future Learning on this skill
Yr3 End point: To recognise bullying and how it can make people feel	Yr5 End Point: learn about keeping safe online
Yr3 End: point: To recognise bullying and how it can make people feel	Yr5 End Point: learn that violence within relationships is not acceptable
Yr3 End Point: To know what to do if they witness bullying	Yr5 End Point: learn about problems that can occur when someone goes missing from home

MindMate – Life Changes

Lesson Focus: Emotions and change: I can talk about feelings associated with change

Pupil will have the opportunity to:

- Name some factors, including changes, that can affect people's emotional wellbeing, and that feeling different emotions is a part of life
- Understand that everyone's mental health can change over time

Key Vocabulary

We want you to remember these words.

Age classification- the process of giving age ratings and content advice to films and other audiovisual content to help children and families choose what's right for them and avoid what's not.	Suitable- right or appropriate for a particular person, purpose, or situation.
Inappropriate- not suitable or proper in the circumstances	Risk- the possibility of something bad happening.
Peer pressure- influence from members of one's peer group	Consequences- a result or effect, typically one that is unwelcome or unpleasant.
Emergency- a serious, unexpected, and often dangerous situation requiring immediate action.	Non-emergency- situation that does not require immediate action, typically with regard to a person's health.
First aid- help given to a sick or injured person until full medical treatment is available.	

Key knowledge and skills

The 'stuff' we want you to remember.

- To know how to be safe in their computer gaming habits
- To know how to keep safe near roads, rail, water, building sites and around fireworks
- To know what to do in an emergency and basic emergency first aid procedures

Focus question: Do you know how to keep yourself safe?



Year 5 – PSHE – Spring 1 – When Things Go Wrong

Keeping Safe and Managing Risk

Previous Knowledge and Skills	Future Learning on this skill
- How to keep safe in their computer gaming habits. - How to keep safe outside.	- Know about the consequences of anti-social behaviour (including gangs and gang related behaviour) - Know how to identify risky behaviour in peer groups and recognise and safely respond to peer pressure and know who they can ask for help - Know how to describe a range of feelings associated with being out and about - To know about potential risks when out and about in the local area

MindMate – Life Changes

Lesson Focus: Friendship changes: I am learning to accept that friendships will change over time

Pupil will have the opportunity to:

- Learn that different people respond differently to different changes
- Learn that some people find change easier than others
- Find out that there are things they can do that help them cope with or accept change

Key Vocabulary

We want you to remember these words.

Influence- the capacity to have an effect on the character, development, or behaviour of someone	Trustworthy- able to be relied on as honest or truthful.
Domestic Violence- violent or aggressive behaviour within the home	Abuse- to treat with cruelty or violence, especially regularly or repeatedly.
Violence- behaviour involving physical force intended to hurt, damage, or kill someone or something.	Problems- a matter or situation regarded as unwelcome or harmful
Peer Pressure - influence from members of one's peer group.	Online Safety- the act of staying safe online
Responsibility - the state or fact of having a duty to deal with something or of having control over someone.	Relationships - the way in which two or more people or things are connected, or the state of being connected.
Risk - the possibility of something bad happening	Danger - the possibility of suffering harm or injury.

Key knowledge and skills
The 'stuff' we want you to remember.

- To understand how to keep safe online.
- To know the potential risks with running away.

Focus question: How can I keep myself safe online?



Year 6 – PSHE – Spring 1 – Keeping safe - out and about

Keeping Safe and Managing Risk

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Previous Knowledge and Skills	Future Learning on this skill
- Yr4 End point: Know some of the fundamental ways of keeping themselves safe online. - Yr4 End: point: Know that people can be influenced by what they see online - Yr4 End point: Know that what they see online might not be trustworthy. - Yr4 End point: To know when and how to report something that makes them feel unsafe or uncomfortable - Yr4 End point: Know that violence within relationships is not acceptable - Yr4 End point: Know about problems that can occur when someone goes missing from home and identify the potential risks and dangers of running away or going missing - Yr 4 End point: Know who to talk to if they feel like running away	- Know about the consequences of anti-social behaviour (including gangs and gang related behaviour) - Know how to identify risky behaviour in peer groups and recognise and safely respond to peer pressure and know who they can ask for help - Know how to describe a range of feelings associated with being out and about - To know about potential risks when out and about in the local area

MindMate – Life Changes

Lesson Focus: Moving on: I can talk about changes I am looking forward to

Pupil will have the opportunity to:

- Learn that major life changes can be fun and exciting, at the same time as being daunting for some
- Talk about moving on to secondary school
- Recognise and respond appropriately to a wider range of feelings in others

Key Vocabulary

We want you to remember these words.

Peer pressure - influence from members of one's peer group.	Risky behaviour -Anything which may put ourselves or others at risk of physical, mental, emotional harm or abuse.
Gang - an organised group of criminals.	Gang related behaviours – gang association caused the incident or action to have happened

County lines - <i>where illegal drugs are transported from one area to another, often across police and local authority boundaries</i>	Anti-social behaviour - behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person
Legal - permitted by law.	Illegal - contrary to or forbidden by law

Key knowledge and skills
The 'stuff' we want you to remember.

- To know about potential risks when out and about in the local area
- To know how to describe a range of feelings associated with being out and about
- To know how to identify risky behaviour in peer groups and recognise and safely respond to peer pressure and know who they can ask for help
- To know about the consequences of anti-social behaviour (including gangs and gang related behaviour)

Focus question: Do you know who to ask for help when you feel peer pressure?