

## PSHED Medium Term Plan - Summer 1 – Self-care, support and safety

### Core Knowledge for this Strand

#### Foundations Pathway

#### Children will learn to

##### Taking care of ourselves (recap from previous terms unit)

- Knowing simple self-care techniques (brushing teeth, brush hair getting dressed)
- Who can help us with our self-care (parents, trusted adults)

##### Keeping safe

- To identify some ways of how we can keep ourselves safe in school, home, the community. (water, roads, electricity, railways, fire, stranger danger)
- What it feels like to not be safe (worried scared frightened) and situations when you may not feel safe (Outside in the dark, inside in the dark at bedtime, walking alone, being online)
- Know trusted adults who can help us when we don't feel safe, and how we can ask for help

##### Trust

- What it means to “trust” someone - (Knowing they will keep you safe, won't do anything to hurt you or make you feel uncomfortable)
- How we feel when we trust somebody (safe)
- Identify trusted adults
- Understand the difference between trusting someone and liking someone (e.g. we might not like a teacher but they will protect us from danger – someone who is nice to us, gives us gifts or says nice things may not be someone we can trust – people online – friends who act “cool” but might try make us do things we shouldn't)
- Know to keep our personal information private
- Difference between a surprise and secret
- Not to be asked to keep secrets that make us feel uncomfortable, afraid worried or anxious
- Know how to ask for help when asked to keep a secret

##### Keeping safe online

- You can communicate with people online (best to do this with permission and people you know and trust)
- Know that some people online may seem nice but may not have our best interests at heart (may not be kind, may do silly things, can't trust them)
- Simple ways of keeping safe online (password, asking for adult help, telling an adult if we see something that worries us)

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- Discuss things we should never share online without checking with a trusted adult first (address, phone number, full name, school,)

### Public and private

- Identify and take care of our personal belongings
- Knowing which places are public and which places are private (home, toilet, bedroom vs shop, outside)
- Identify what is not appropriate to do in a public place (shouting, screaming, intrude others personal space, undressing, intimate touching, masturbating- if appropriate)
- Know who can share things about ourselves with e.g. everyone, friends, most special people, (examples include periods, feelings, favourite things, interests) what is best to tell to whom

### **Next Steps Pathway**

#### **Children will learn**

##### Taking care of ourselves and keeping safe

- Detailed ways to keep ourselves healthy and well
- How we can prevent the spread of germs and why its important

##### Keeping safe

- Explore different ways of keeping safe in a variety of situations including possible risks and hazards (e.g. kitchen, chemicals, electricity, roads, railways, water)
- Know when someone might need first aid
- How to get help in an emergency situation appointment including how to call 999

##### Trust

- Describe degrees of trust (who you trust with less important things and most important things - possessions, information about us or our feelings)
- What to do if someone we “trusted” does something we don’t feel comfortable about
- Understand what peer pressure and dare are and how they make us feel
- How to deal with situations involving peer pressure and dares and how to say no and who we can tell

##### Keeping safe online

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- Know risks of communicating online (e.g. people may not who they say they are and act nice but this does not mean they can be trusted – some people pretend to be much younger than they are.)
- How to respond to someone who we are uncertain about online
- Practical strategies for keeping safe
- Knowing what we post online might affect us or others (consequences)
- Identify rules for social media including age restrictions
- Knowing the importance of balancing time of online activities with other activities
- Identify whom we can talk to or report concerns to if someone asks us for or sends us an image or information that makes us feel uncomfortable.
- You should never ever arrange to meet up with someone you have met online and must tell someone if you are asked to do this.
- Knowing why certain online games or videos may be inappropriate (blood, guns, hurting others, sexualised activities)

### Public and private

- How we might feel if our personal belongings are lost or damaged and who we can tell
- How to give / not give permission about who touches/ lends / asks to lend our belongings,
- How to respect other people's belongings, privacy and feelings
- Identify practical strategies to ensure our privacy and that of others
- Who we can tell if someone does not respect our privacy or share something with us that makes us feel uncomfortable.
- The importance of telling a trusted adult if we feel uncomfortable even if we are told not to