

St Mark's CE Primary School
PSHE Curriculum Map: Safety and Risk
2023-2024



	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safety and risk		<p>Question: How do we keep safe? (Spring term)</p> <p>Sticky knowledge</p> <ul style="list-style-type: none"> • That household products, including medicines, can be harmful if not used correctly • About rules for keeping safe (in familiar and unfamiliar situations) • How to ask for help if they are worried about something • About the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • About appropriate or inappropriate touch <p>NC knowledge/skills</p> <ul style="list-style-type: none"> • That household products, including medicines can be harmful if not used properly • Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety • About people who look after them, their 	<p>Question: How can we keep safe in different places? (Summer 2)</p> <p>Sticky knowledge</p> <ul style="list-style-type: none"> • About rules for keeping safe (in familiar and unfamiliar situations) • How to ask for help if they are worried about something • About the people who work in their community • How to get their help, including in an emergency <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> • Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention • About the ways that pupils can help the people who look after them to more easily protect them 	<p>Questions: what are the rules that keep us safe? (Autumn 1)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> • About the importance of school rules for health and safety • Simple hygiene routines can prevent the spread of bacteria and viruses • How to get help in an emergency • Keeping safe in the local environment • People who help them stay healthy and safe • The difference between acceptable and unacceptable physical contact • How to respond to unacceptable physical contact • The concept of keeping something confidential or secret • When they should or should not agree to keeping a secret <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help • That bacteria and viruses can affect health and that following simple 	<p>Question: How can we keep safe in our local area? (Summer term)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> • About managing risk in familiar situations and keeping safe • About feeling negative pressure and how to manage this • About keeping safe in the local environment • People who help them stay healthy and safe • How actions can affect ourselves and others • To recognise and manage dares <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> • To differentiate between the terms, 'risk', 'danger' and 'hazard' • To recognise, predict and assess risks in different situations and decide how to manage them responsibly (sensible road use and risks in the local environment and to use this as an opportunity to build resilience • To recognise how their increasing independence brings increased responsibility to keep themselves and others safe 	<p>Question: How can we be safe online and using social media? (Summer 1)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> • How to keep safe and well when using a mobile phone • About strategies for managing personal safety online • What to consider before sharing pictures of themselves and others online • About the importance of keeping personal boundaries and the right to privacy • To be critical of what they see and read in the media • To critically consider information they choose to forward to others <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> • Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others • The responsible use of mobile phones: safe keeping (looking 	<p>LOs covered outside of curriculum map</p> <p><i>Strategies for keeping physically and emotionally safe including road safety (cycle safety – the bike ability programme), and safety in the environment (including rail, water and fire safety)</i></p>



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		<p>family networks, who to go to if they are worried and how to attract their attention</p> <ul style="list-style-type: none"> About the ways that pupils can help the people who look after them to more easily protect them To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secrets that makes them feel uncomfortable, anxious or afraid To judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them) <p>Key vocabulary medicines, harmful, keeping safe, unfamiliar, secrets, anxious, appropriate,</p>	<ul style="list-style-type: none"> To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask', 'I'll tell' including knowing that they do not need to keep secrets About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency <p>Key vocabulary rules, community, emergency, physically safe, emotionally safe, family networks, secrets, special people</p>	<p>routines can reduce their spread</p> <ul style="list-style-type: none"> Strategies for keeping physically and emotionally safe including road safety (cycle safety – the bike ability programme), and safety in the environment (including rail, water and fire safety) About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy To judge what kind of physical contact is acceptable or unacceptable and how to respond The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' <p>Key vocabulary rules, health and safety, hygiene routines, bacteria, viruses, emergency, confidential, secret, emergency aid procedures</p>	<ul style="list-style-type: none"> How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong Strategies that makes them uncomfortable or anxious or that they think is wrong Strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme), and safety in the environment (including rail, water and fire safety) About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe That their actions affect themselves and others 	<p>after it) and safe user habits (time limits, use of passcodes, turning it off at night etc.)</p> <ul style="list-style-type: none"> How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others <p>Key vocabulary online safety, personal boundaries, privacy, media, critical, misrepresented, mislead</p>	
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		inappropriate, online safety, family networks, uncomfortable, unacceptable			<ul style="list-style-type: none">To recognise and manage 'dares' <p>Key vocabulary risk, danger, hazard, predict, assess, resilience, independence, media, dares, local environment</p>		
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