

Keeping Safe – Primary Curriculum Detail

	PSHE Association: Programme of Study Links	Skills	Suggested Learning Objectives and Possible Learning Outcomes (please select/adapt as appropriate)	Additional Guidance	Further Resources
Year 1					
Lesson One <i>What are the rules for keeping me safe at school and outside?</i>	KS1 H28. about rules and age restrictions that keep us safe KS1 H32. ways to keep safe in familiar and unfamiliar environments (e.g., beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely KS1 H33. about the people whose job it is to help keep us safe	Self-awareness Risk-assessment Communication	Learning objective: To learn about rules for keeping safe in different situations and who keeps me safe in my community. Learning outcomes: I can... <ul style="list-style-type: none"> ✓ Identify the rules of being and staying safe in all relevant situations ✓ Name and describe people who help me in school, at home or in the wider environment ✓ Explain what to say or do if I feel unsafe or think something is not safe 	Young children can feel unsafe in their ‘real’ world and ‘imagined’ world (e.g. road use Vs ghost/monsters). This is useful to talk about initially; with a discussion about physical manifestations of feeling unsafe are recognised (nervous, butterflies in tummy etc). If time allows it is useful to explore feeling unsafe and how they should listen to these feelings and tell someone (displays and posters reminding pupils what to do and whom to go to if worried) Be sensitive to possible bereavement related to safety issues.	Road safety lessons: Think Road safety lessons: Brake (you need to create an account to view resources)
Lesson Two <i>What are rules about household substances?</i>	KS1 H31. that household products (including medicines) can be	Risk-assessment	Learning objective: To learn about how household products, including medicines, can be harmful and dangerous if not used correctly.	Ensure clear ground rules are in place. Be aware of vulnerable pupils & safeguarding (family	

	<p>harmful if not used correctly.</p> <p>KS1 H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p>		<p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> ✓ Recognise why we need rules. ✓ Name and describe several things that can help and harm the body ✓ Identify who gives us medicines and who I could speak to if I wasn't feeling well ✓ Say what to say/do if you think something is not safe 	<p>backgrounds/history). Have a sensitivity to and awareness of any medical history/background to pupils.</p>	
<p>Lesson Three <i>What is an emergency and what do I do?</i></p>	<p>KS1 H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>KS1 H35. about what to do if there is an accident and someone is hurt</p> <p>KS1 H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>Communication</p> <p>Risk-assessment</p> <p>Decision-making</p>	<p>Learning objective:</p> <p>To learn about who helps keep them safe in their community, how to get help and skills to keep themselves safe.</p> <p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> ✓ Identify risk in everyday situations ✓ Describe what is an emergency ✓ Identify that 999 is an emergency number and can be dialled to get help in an emergency 	<p>It is important that children know where to look for help, how to do this and what will happen.</p> <p>The school nurse can deliver this lesson and be invited to discuss their role as part of this learning opportunity.</p>	

Year 2					
<p>Lesson One <i>How do medicines help us when we are unwell?</i></p> <p>2020 Statutory Guidance: Health and prevention <i>– how to recognise early signs of physical illness</i></p>	<p>KS1 H31. that household products (including medicines) can be harmful if not used correctly</p> <p>KS1 H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>Risk-assessment</p> <p>Problem-solving</p> <p>Decision-making</p>	<p>Learning objective: To learn about who helps us when we are unwell, and that medicine should be given by a trusted adult.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Name people who can help me when I am unwell ✓ Describe what to do when feeling unwell ✓ Name who gives us medicines and who I could speak to if I wasn't feeling well 	<p>Be aware of vulnerable pupils and safeguarding (family backgrounds/history).</p> <p>Have a sensitivity to and awareness of any medical history/background to pupils.</p>	
<p>Lesson Two <i>How do I keep safe at home?</i></p>	<p>KS1 H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters)</p> <p>KS2 H39. about hazards (including fire risks) that may cause harm, injury, or risk in the home and what they can do reduce risks and keep safe</p>	<p>Risk-assessment</p> <p>Problem-solving</p>	<p>Learning objective: To learn about risks and hazards around the home and how to keep safe.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise that some items in the home can be dangerous or harmful ✓ Recall rules to keep me safe from dangerous substances ✓ Identify ways to keep safe around electrical appliances ✓ List rules about keeping safe around fire 		

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<p>Lesson Three <i>What is my responsibility for keeping myself and others safe?</i></p>	<p>KS1 H28. about rules and age restrictions that keep us safe</p> <p>KS1 H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p>	<p>Assertiveness</p> <p>Communication</p> <p>Self-awareness</p>	<p>Learning objective: To learn about the shared responsibility for keeping myself and others safe in my local environment.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify that there are rules for different situations ✓ Explain the importance of rules to keep me safe ✓ Assess some risks that may occur and how to respond appropriately 	<p>Good opportunity to invite visitors such as transport, safety and rescue teams.</p>	
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Year 3					
Lesson One <i>What happens when I breathe smoke in the air?</i>	<p>KS1 H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>KS2 H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol, and medicines) and their impact on health. recognise that drug use can become a habit which can be difficult to break</p>	Risk-assessment Problem-solving Communication Negotiation and conflict resolution	<p>Learning objective: To learn how second-hand smoke can make it more difficult for us to breathe.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise that the way we breathe can change ✓ Explain how and why it can sometimes be more difficult to breathe ✓ Recognise that second-hand smoke is harmful 	<p>The first part of the lesson (with stopwatches) could be included as part of a PE lesson.</p> <p>Some pupils may not be living in smoke-free homes. Be mindful that discussing second-hand smoke may make some pupils reflect on their home circumstances which could be a sensitive topic for some pupils.</p>	
Lesson Two <i>How do I recognise risks in my life?</i>	<p>KS2 H38. how to predict, assess and manage risk in different situations</p>	Managing influence Self-awareness Risk-assessment Positive risk-taking	<p>Learning objective: To learn about managing risk in different situations and how to keep safe.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Give examples of what is meant by high/low risk ✓ Recognise the difference between 	<p>Pupils will need to develop a vocabulary for different levels of risk e.g., dangerous (fire) and hazardous (bleach/scissors). Hazards need to be managed; dangers are things we need to avoid.</p>	<p>Further Information can be found here - Rospa: risk taking notes</p>

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			<p>potential positive and negative risky behaviour</p> <ul style="list-style-type: none"> ✓ Identify who to talk to when I am in risky situations 		
<p>Lesson Three <i>What do I do in an emergency?</i></p>	<p>KS2 H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>Assertiveness</p> <p>Risk-assessment</p> <p>Decision-making</p>	<p>Learning objective: To learn how to respond in an emergency and where I can find help.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify different people who work in emergency services and what their roles are ✓ Explain how to ask for help (in a range of situations) ✓ Demonstrate how to dial 999 and what to say to get help in an emergency 	<p>Key opportunities to invite community workers to the classroom e.g., police, fire, ambulance. Ensure lesson is clear, well planned and led predominantly by the class teacher.</p>	<p>British Red Cross lesson</p>

Year 4					
Lesson One <i>How do I manage risks in my life?</i>	<p>KS2 H38. how to predict, assess and manage risk in different situations</p> <p>KS2 H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>KS2 H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>KS2 H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	Self-regulation Decision-making Risk-assessment	<p>Learning objective: To learn about identifying, assessing, and managing risk in a range of situations.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify what is meant by risk, danger, and hazard ✓ Describe steps that can reduce risk/avoid danger ✓ Assess whether I can manage the risk and if not, who is responsible 	Pupils will need to build on the vocabulary introduced previously, developing language for different levels of risk. Emphasise that accidents can be prevented by pupils' actions/behaviour.	Further Information can be found here - Rospa: risk taking notes
Lesson Two <i>What is self-control?</i>	<p>KS2 H20. strategies to respond to feelings, including intense or conflicting feelings. how to manage and</p>	Self-regulation Problem –solving	<p>Learning objective: To learn about how self-control is a skill that can help us in life and how to apply self-control.</p> <p>Learning outcomes:</p>		To build on this lesson, if a school already has a copy of Second Step ,

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	respond to feelings appropriately and proportionately in different situations		I can... <ul style="list-style-type: none"> ✓ Recognise when the skill of self-control can help us. ✓ Identify when I have been successful in using self-control ✓ Explore different ways that can help with self-control. 		Grade 3, Unit 3, Lesson 11 - Introducing Emotion Management has further content
<p>Lesson Three <i>What is the difference between legal and illegal drugs? Are all drugs harmful?</i></p> <p>2020 Statutory Guidance: Drugs, alcohol and tobacco <i>– the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</i></p>	<p>KS2 H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>KS2 H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	Risk-assessment	<p>Learning objective: To learn about how some drugs help us, some are age-restricted, and some are illegal and can be harmful.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Discuss how some drugs help us but can be harmful if not used properly ✓ Classify drugs as: legal/illegal/harmful/have an age limit ✓ Describe how smoking affects the lungs 	Be mindful of any pupils who may have experienced substance misuse in the family. Some pupils may find the topic a sensitive subject. Have a strategy in place in case a pupil may be upset discussing this topic and consider support outside the classroom.	<p>You may wish to expand on learning more about alcohol. A range of primary school teaching resources can be found on alcohol here:</p> <p>Drink Aware Primary Education</p>

Year 5					
Lesson One <i>How do I respond dares?</i>	KS2 H38. how to predict, assess and manage risk in different situations KS2 R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	Clarifying and re-evaluating values and beliefs Risk-assessment Managing influence Communication Decision-making	Learning objective: To learn how actions (such as dares) lead to consequences and how to confidently respond to dares. Learning outcomes: I can... <ul style="list-style-type: none"> ✓ Reflect on views about dares. ✓ Evaluate the consequences of dares ✓ Discuss and practise responding to dares confidently 		More content is available here: Mentor ADEPIS KS2 Lesson 4
Lesson Two <i>What are 'habits'?</i>	KS2 H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	Self-awareness Self-regulation	Learning objective: To know what is meant by the term 'habit' and why habits can be hard to change. Learning outcomes: I can... <ul style="list-style-type: none"> ✓ List healthy and unhealthy habits ✓ Discuss why habits can be difficult to change ✓ Reflect on my own habits 		Northern Ireland Council for the Curriculum, Examinations & Assessment: Key Stage 2, Year 6 Strand 1: Personal Understanding and Health Unit 3: Healthy Habits
Lesson Three <i>Who or what influences me?</i> 2020 Statutory Guidance:	KS2 R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of	Managing influence	Learning objective: To recognise that there are many different influences that can be both positive and negative. Learning outcomes: I can...		Northern Ireland Council for the Curriculum, Examinations & Assessment: Personal

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<p>Caring friendships <i>- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others</i></p>	<p>online actions on others</p> <p>KS2 H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>		<ul style="list-style-type: none"> ✓ Describe how outside factors influence us in choices that we make ✓ List good and bad influences that young people experience. ✓ Identify the biggest influence in my life 		<p>Development and Mutual Understanding: Key Stage 1, Year 4 Strand 2: Mutual Understanding in the Local and Wider Community Unit 7: Who Influences Me?</p>
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Year 6					
<p>Lesson One <i>How do drugs affect the mind and body?</i></p> <p>2020 Statutory Guidance: Drugs, alcohol and tobacco – the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>KS2 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>KS2 H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>KS2 H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>Clarifying and re-evaluating values and beliefs</p> <p>Communication</p>	<p>Learning objective: To learn about how commonly available drugs can damage health and safety and the law relating to these.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recall commonly used legal and illegal drugs ✓ Describe some common effects of drugs in general ✓ Evaluate the effect of a commonly used drugs on the mind and body 	<p>Be mindful of any pupils who may have experienced substance misuse in the family. Some pupils may find the topic a sensitive subject. Have a strategy in place in case a pupil may be upset discussing this topic and consider support outside the classroom.</p>	<p>You may wish to expand on learning more about alcohol. A range of primary school teaching resources can be found on alcohol here:</p> <p>Drink Aware Primary Education</p>
<p>Lesson Two <i>How do I manage peer pressure?</i></p> <p>2020 Statutory Guidance: Caring friendships - How to recognise who to trust and</p>	<p>KS2 R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>KS2 H20. strategies to</p>	<p>Managing influence</p> <p>Communication</p>	<p>Learning objective: To learn about peer pressure and responding to it assertively.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recall ways we are positively and negatively influenced by outside factors ✓ Identify feelings and consequences 	<p>Disrespect NoBody Teacher Guidance 8-12 year olds offer support on how to create a safe space to discuss relationships issues.</p>	

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<p><i>who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others</i></p>	<p>respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>		<p>associated with peer pressure</p> <ul style="list-style-type: none"> ✓ Identify what assertive body language looks like ✓ Demonstrate basic techniques for resisting peer pressure 		
<p>Lesson Three <i>What are basic emergency first aid skills?</i></p> <p>2020 Statutory Guidance: Basic first aid - <i>- how to make a clear and efficient call to emergency services if necessary</i> <i>- Concepts of basic first-aid, for example dealing with common injuries, including</i></p>	<p>KS2 H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p><i>2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.</i></p> <p>KS2 H44. how to respond</p>	<p>Team-work</p> <p>Decision-making</p> <p>Risk-assessment</p>	<p>Learning objective: To learn about what to do in an emergency, including using basic first aid.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recall what an emergency situation looks like ✓ Demonstrate basic emergency aid procedures ✓ Explain the importance of following basic emergency procedures E.g. how to attract help, giving accurate information 	<p>Inviting health professionals into classroom is useful. Please check they are quality assured and the guidance is the most up to date. You must ensure that all students maintain the safety of themselves and others. It is important to ensure that students understand entering a hazardous situation could cause harm to themselves, meaning that they are then nor capable of helping others.</p>	<p>British Red Cross lesson</p> <p>St John Ambulance recovery position video link 2 min 30 sec</p>

<i>head injuries</i>	and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say				
Lesson Four <i>What are the risks out and about in my local area?</i>	<p>KS2 R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>KS2 R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>KS2 L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	Decision making Critical thinking Resilience Self- awareness Social awareness	<p>Learning objective: To learn about the risks and risky behaviours when out and about in my local area and the consequences of anti-social behaviour.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Describe a range of feelings associated with being out and about with more freedom when getting older ✓ Identify risks and risky behaviours out and about in the local environment ✓ Explain the consequences of anti-social behaviour and how to avoid becoming involved 		