

Y1 Summer 1 Who helps us to keep safe?

<p>Year 1 Summer 1 Who helps us to keep safe?</p> <p>Theme :Health and wellbeing Keeping safe; people who help us</p>		
<p>PoS Core theme 1 Health and wellbeing</p>	<p>Core theme 2 Relationships</p>	<p>Core theme 3 Living in the wider world</p>
<p>Keeping safe H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>Safer relationships R15. how to respond safely to adults they don't know R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>Communities L5. about the different roles and responsibilities people have in their community</p>
<p>Prior Learning: EYFS</p>		
<p>End points :-</p> <ul style="list-style-type: none"> •that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people •who can help them in different places and situations; how to attract someone's attention or ask for help; what to say •how to respond safely to adults they don't know •what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard •how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 		
<p>Key vocabulary Emergency emergency services Roles Community Permission Consent honesty</p>		

Relationship Education – graduated age appropriate programme links

Relationship
Respectful relationships
Importance of permission seeking and giving in relationships with friends, peers and adults
On Line Relationships
How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met
Being safe
How to respond safely and appropriately to adults they may encounter – including on line, that they do not know
How to recognise and report feelings of being unsafe or feeling bad about any adult
How to ask for advice or help for themselves or others, and how to keep trying until they are heard
How to report concerns about abuse, and the vocabulary and confidence needed to do so
Where to get advice – school, family, NSPCC

Physical health and mental wellbeing : Primary

Basic first aid
Pupils should know How to make a clear and efficient call to emergency services
Concepts of basic first aid, for example dealing with common injuries, including head injuries

Citizenship	Character Education –	British values	Careers Curriculum
	Penketh Powers Resilience Responsibility Respectfulness Kindness: Penketh School expectations Listen, Do as asked Work well with others Be the best you can be	Rule of Law Tolerance and respect Democracy Individual Liberty	

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Spiritual	Moral	Social	Cultural
<p>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p> <p>knowledge of, and respect for, different people’s faiths, feelings and values</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	<p>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>understanding of the consequences of their behaviour and actions</p> <p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds</p> <p>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>acceptance and engagement with the fundamental British values</p>	<p>understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others</p> <p>understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain</p> <p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain’s democratic parliamentary system and its role in shaping history and values, and continuing to develop</p> <p>willingness to participate positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.</p>

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Sequence of lesson to follow
Lesson Plans and resources DfE approved

Email: penketh.head@wpat.uk

Password: penketh22!

<https://pshe-association.org.uk/hcms/mem/login?hsLang=en>

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

PSHE Association power points, resources linked to topic – click on the purple links to download

NB: You will need to be logged in to the PSHE Association to access

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