

<p><b>Year 2 Spring 2</b> What helps us stay safe?</p> <p><b>Theme :Health and Wellbeing</b> Keeping safe; recognising risk, rule</p>		
<p><b>PoS Core theme 1</b> <b>Health and wellbeing</b></p>	<p><b>Core theme 2</b> <b>Relationships</b></p>	<p><b>Core theme 3</b> <b>Living in the wider world</b></p>
<p><b>Keeping safe</b>  <b>H28.</b> about rules and age restrictions that keep us safe  <b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm  <b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  <b>H31.</b> that household products (including medicines) can be harmful if not used correctly  <b>H32.</b> 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  <b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p><b>Safer relationships</b>  <b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not  <b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe  <b>R18.</b> about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)  <b>R19.</b> basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe  <b>R20.</b> 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><b>Shared responsibilities</b>  <b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>Media literacy and digital resilience</b>  <b>L9.</b> that not all information seen online is true</p>
<p><b>Prior Learning:</b> Y1 Summer 1 Who helps to keep us safe</p>		
<p><b>End points :-</b></p> <ul style="list-style-type: none"> <li>•how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>•how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>•how to resist pressure to do something that makes them feel</li> </ul>		

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unsafe or uncomfortable, including keeping secrets

- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

**Key vocabulary**

Privacy  
Age restricted  
Rule of law

**Relationship Education – graduated age appropriate programme links**

Relationship
<b>On Line Relationships</b>
Pupils should know People sometimes behave differently on line – including pretending to be someone they are not
Rule, principles for keeping safe online, how to recognise risks, harmful content and contact, how to report them
How information and data is shared and used online
<b>Being safe</b>
Concept of privacy and the implications of it for both children and adults, not right to keep secrets if related to keeping and 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 well being : Primary**

<b>Internet safety and harms</b>
Why some social media, computer games and online gaming, for example are age restricted
Internet can be a –ve place where online abuse, trolling, bullying and harassment can take place, has a –ve impact on well being
Become a discerning customer of information on line – understand that information online , including from search engines is ranked, selected and targeted
Where and how to report concerns and get support with issues online

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<p><b>Citizenship</b></p>	<p><b>Character Education –</b> Beamont core values</p> <p>Aspiration</p> <p>Belonging</p> <p>Compassion</p> <p>Respect</p>	<p><b>British values</b> <b>Rule of Law</b></p> <p>Tolerance and respect</p> <p>Democracy</p> <p>Individual Liberty</p>	<p><b>Careers Curriculum</b></p>
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<p><b>Spiritual</b></p> <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><b>Moral</b></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><b>Social</b></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><b>Cultural</b></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>
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			interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.
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**Sequence of lesson to follow**  
Lesson Plans and resources DfE approved

<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

<p>Spring 2</p> <p>What helps us to stay safe?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p><a href="#">Thinkuknow: Jessie and Friends</a></p> <p><a href="#">1 decision – Computer safety / Hazard watch (E)</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 1-2)</a></p> <p><a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a></p> <p><a href="#">PSHE Association - Keeping safe at home</a></p>
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