

<p><b>Year 3 Autumn 2</b>                  What keeps us safe?</p> <p><b>Theme :Health and wellbeing</b>                  Keeping safe; at home and school; our bodies; hygiene; medicines and house hold products</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>Healthy Lifestyles – physical wellbeing</b>  <b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  <b>H10.</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  <b>Ourselves growing and changing</b>  <b>H26.</b> that for some people gender identity does not correspond with their biological sex  <b>Keeping safe</b>  <b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe  <b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  <b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns,</p>	<p><b>Safer relationships</b>  <b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  <b>R26.</b> about seeking and giving permission (consent) in different situations  <b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  <b>R29.</b> where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p>	

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<p>inappropriate content and contact</p> <p><b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup> 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.</p> <p><b>H44.</b> 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><b>Prior Learning:</b>  Year 2 Spring 2 – What helps us to stay safe?  Year 1 Summer 1 Who helps us to keep safe?</p>		
<p><b>End points :-</b></p> <ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>		
<p><b>Key vocabulary</b></p> <p>Hazards  Harm  Reduce risk  Protection  Permission /consent  Hygiene  Medicine/drugs</p>		

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

<b>Relationship</b>
<b>Respectful relationships</b>
Understand about different types of bullying – (including cyberbullying), Understand the impact of bullying, responsibilities of bystanders ( primarily to report bullying) and how to get help
Importance of permission seeking and giving in relationships with friends, peers and adults
<b>On Line Relationships</b>
Rule, principles for keeping online, how to recognise risks, harmful content and contact, how to report them
<b>Being safe</b>
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>
Where and how to report concerns and get support with issues online
<b>Health and prevention</b>
Personal hygiene – germs, bacteria, viruses, how they are spread and how they are treated, importance of handwashing
Facts and science relating to allergies, immunisation and vaccinations
<b>Basic first aid</b>
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
<b>Changing adolescent bodies</b>
Pupils should know Key facts about puberty and changing adolescent bodies 9 through to 11 – physical and emotional changes
Menstrual wellbeing including key facts of menstrual cycle

<p><b>Citizenship</b></p>	<p><b>Character Education –</b></p> <p><b>Penketh Powers</b> Resilience <b>Responsibility</b> Respectfulness Kindness:</p> <p><b>Penketh School expectations</b></p> <p>Listen, Do as asked Work well with others Be the best you can be</p>	<p><b>British values</b> Rule of Law Tolerance and respect Democracy Individual Liberty</p> <p>Protected Characteristics Equality Act European Day of Languages 28/09/2022</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</p>
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			<p>continuing to develop 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

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[https://pshe-association.org.uk/\\_hcms/mem/login?hsLang=en](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 resources*

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