

Y4 Summer 2 how can we manage risk in different places

Year 4 Summer 2

How can we manage risk in different places?

Theme :Health and wellbeing

Keeping safe; out and about, recognising and managing risk

PoS Core theme 1

Health and wellbeing

Core theme 2

Relationships

Core theme 3

Living in the wider world

<p>Healthy Lifestyles – physical wellbeing H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>Keeping safe H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations 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 H42. 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, inappropriate content and contact</p> <p>Drugs, alcohol and tobacco 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>	<p>Friendships R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face 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>Safer relationships R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p>	<p>Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>Media literacy and digital resilience L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>
---	--	--

Prior Learning:

Y3 Autumn 2 What keeps us safe?

Y2 Spring 2 What helps us to stay safe?

Y1 Summer 1 Who helps to keep us safe?

End points :-

- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

Key vocabulary

Anti social

Manage risk

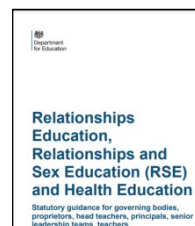
Influence

Peer pressure

Age restrictions

***Relationship education, relationships and Sex education RSE and Health education
statutory guidance***

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



Relationship Education – graduated age appropriate programme links

Relationship
Respectful relationships
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
On Line Relationships
Pupils should know People sometimes behave differently on line – including pretending to be someone they are not
Same principles apply to inline relationships as face to face including the importance of respect for others online including when we are anonymous
Rule, principles for keeping online, how to recognise risks, harmful content and contact, how to report them

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 well being : Primary

Mental well being
Internet safety and harms
Consider the effect of their online actions, know to show respectful behaviour online and importance of keeping information private
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
Where and how to report concerns and get support with issues online
Drugs, alcohol and tobacco
Pupils should know Facts about legal and illegal harmful substances and associated risks – smoking, alcohol, drug taking
Health and prevention
Safe and unsafe exposure to sun, how to reduce risk of sun damage, including skin cancer

Citizenship	Character Education –	British values	Careers Curriculum
	For example: Beamont core values Aspiration Belonging	Rule of Law Tolerance and respect Democracy Individual Liberty Protected Characteristics Equality Act	

Y4 Summer 2 how can we manage risk in different places

	Compassion Respect		
--	-----------------------	--	--

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</p>

Y4 Summer 2 how can we manage risk in different places

			respect for different faiths and cultural diversity and to understand, accept and respect diversity.
--	--	--	--

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 resources

<p>Summer 2</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing</p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<p>PSHE Association and GambleAware -Exploring risk (KS2)</p> <p>Google & Parentzone – Be Internet Legends</p> <p>FPA – Growing up with Yasmine and Tom (E)</p> <p>PSHE Association – Drug and Alcohol Education (Year 3-4)</p> <p>Environment Agency – Canal and river safety / Flood alert</p> <p>PSHE Association - Firework safety</p>
--	--	---	--