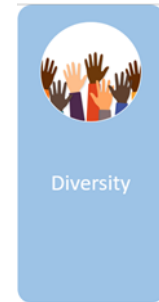


Subject: PSHE

Year group: 2

Term: Spring

Unit name: Health and wellbeing- Keeping Safe



Main concepts (Health and wellbeing)

- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and
- how these can affect how people feel how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

How the children are to be taught this.

PSHE should be delivered in mixed gender groups.

Use teacher judgment to decide whether this should be blocked to a day or taught over smaller sessions, dependent upon the cohort.

Please use teacher judgement to decide which parts of this unit can be taught by adults other than the class teacher.

Prior knowledge.

Children should already...

- how rules can help to keep us safe
- why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online
- whom to tell if they see something online that makes them feel unhappy, worried, or scared

Key vocabulary

Risks, safety, care, attention, unsafe, responsibility, responsible, hazard, emergency, emergency services

SMSC

(Spiritual, Moral, Social, Cultural)

Link to rules in wider society.

Some people being allowed to do things that other children are not, adult choice.

Impact of the internet on society.