**PSHE Spring Term 1 Overview**

This half term every class in school will be learning about Keeping Myself Safe. This will be completed in an age appropriate way during a PSHE lesson. This is an overview to let you know the focus of each session. Please feel free to talk to your child’s class teacher if you would like any further information.

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| **Year group** | **Lesson content** |
| **Nursery** | Explain what they should do if they feel unsafe.  Recognise potential dangers and how to stay safe, inside and outside.  Learn the importance of keeping safe around medicines and unknown products. |
| **Reception** | Talk about how to keep their bodies healthy and safe.  Name ways to stay safe around medicines.  Know how to stay safe in their home, classroom and outside.  Know age-appropriate ways to stay safe online.  Name adults in their lives and those in their community who keep them safe. |
| **Year 1** | To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.  To recognise emotions and physical feelings associated with feeling unsafe.  To learn the PANTS rule and which parts of my body are private (NSPCC).  To understand that medicines can sometimes make people feel better when they’re ill.  To talk about safety and responsibility around medicines. |
| **Year 2** | To explain simple issues of safety and responsibility about medicines and their use.  To identify situations in which they would feel safe or unsafe.  To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.  To identify safe secrets (including surprises) and unsafe secrets and  recognise the importance of telling someone they trust about a secret.  To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. |
| **Year 3** | To identify risk factors in given situations.  To define the words danger and risk and explain the difference between the two.  To define the word 'drug' and understand that nicotine and alcohol are both drugs.  To recognise potential risks associated with browsing online.  To recognise and describe appropriate behaviour online as well as offline. |
| **Year 4** | To define the words danger and risk and explain the difference between the two.  To describe the different types of things that may influence a person to take a risk.  To understand and explain the risks that cigarettes and alcohol can have on a person's body.  To understand that influences can be both positive and negative.  To know and explain strategies for safe online sharing.  To understand and explain the implications of sharing images online without consent. |
| **Year 5** | To reflect on risk and the different factors and outcomes that might influence a decision.  To reflect on the consequences of not keeping personal information private and the risks of social media.  To explore categorisation of drugs, the risks associated with medicines.  To learn some key facts and information about drugs and medicines.  To recognise the features of face to face and online bullying and the strategies that deal with it. |
| **Year 6** | To explore the risks and legality of communicating and sharing online.  To describe and explain how easily images can be spread online.  To explain some of the laws, categories and uses of drugs (both medical and non-medical)  To understand the definition of an emotional need and how they can be met.  To explore and understand the terms 'conflicting emotions', responsibility and independence. |