



## LKS2 Safety First

	PSHE Association Objectives	Health Objectives	Relationships Objectives
<b>Lesson 1: New Responsibilities</b>	<p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H37.</b> 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</p> <p><b>H38.</b> how to predict, assess and manage risk in different situations</p>	<p><b>Mental Wellbeing:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><b>Mental Wellbeing:</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p><b>Mental Wellbeing:</b> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p><b>Internet Safety and Harms:</b> why social media, some computer games and online gaming, for example, are age restricted</p>	<p><b>Being Safe:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p><b>Being Safe:</b> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p><b>Being Safe:</b> how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p><b>Being Safe:</b> how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
<b>Lesson 2: Risks, Hazards and Dangers</b>	<p><b>H38.</b> how to predict, assess and manage risk in different situations</p> <p><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</p> <p><b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p><b>Basic First Aid:</b> how to make a clear and efficient call to emergency services if necessary</p>	<p><b>Being Safe:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>
<b>Lesson 3: Under Pressure</b>	<p><b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p><b>Mental Wellbeing:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><b>Internet Safety and Harms:</b> why social media, some computer games and online gaming, for example, are age restricted</p>	<p><b>Families and People Who Care for Me:</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p><b>Caring Friendships:</b> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p><b>Respectful Relationships:</b> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p>

			<p><b>Respectful Relationships:</b> the importance of self-respect and how this links to their own happiness</p> <p><b>Respectful Relationships:</b> the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p><b>Online Relationships:</b> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p><b>Online Relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Online Relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Being Safe:</b> how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p><b>Being Safe:</b> how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p><b>Lesson 4:</b> <b>Safety When Out and About</b></p>	<p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H41.</b> 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</p>	<p><b>Mental Wellbeing:</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>	
<p><b>Lesson 5:</b> <b>Dangerous Substances</b></p>	<p><b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>H46.</b> about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	<p><b>Physical Health and Fitness:</b> how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p><b>Healthy Eating:</b> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	

	<p><b>H47.</b> 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><b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p><b>H49.</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p><b>H50.</b> about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p><b>Drugs, Alcohol and Tobacco:</b> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p><b>Health and Prevention:</b> the facts and science relating to allergies, immunisation and vaccination</p>	
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p><b>Lesson 6:</b> <b>Injuries and Emergencies</b></p>	<p><b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries</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>Basic First Aid:</b> how to make a clear and efficient call to emergency services if necessary</p> <p><b>Basic First Aid:</b> concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	