






South Gosforth First School  
 PSHE –Year Four Summer Term 2 Overview



	<u>How can we manage risk in different places?</u>	
<u>Health and Wellbeing</u>	Keeping safe; Out and about; Recognising and managing risk	
In this unit pupils learn:	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• 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)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• 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</li> </ul>	
PSHE Association Programme of Study references:	<p>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>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</p> <p>H38: how to predict, assess and manage risk in different situations</p> <p>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</p>	

	<p>H4.2: 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>H4.7: 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>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</p> <p>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>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</p> <p>R24: how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28: how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29: where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>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>L15: recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>		
Key vocabulary:	risk; firework safety; sun safety; online safety; behaviour; peer pressure; sharing information; reporting; appropriate; inappropriate; rules; restrictions; laws; drugs; alcohol; tobacco; shared responsibilities; consequences		
No Outsiders Text: 	'Dogs Don't Do Ballet' by Anna Kemp	Learning Intention: To choose when to be assertive	Success Criteria: I know what assertive means I know why being assertive is sometimes hard

