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| **Key stage:** 5 | **Year: 3** | **Term: 2a** | | | **Subject: PSHE- Personal safety and relationships** | | | **Assessment focus:Relationships, health and wellbeing/ safety** |
| **Objectives:**  Pupils should be taught   * about different types of behaviour and how this can make others feel * about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid * about appropriate and inappropriate touch * that bodies and feelings can be hurt * that hurtful teasing and bullying is wrong and what to do is teasing or bullying is happening | | | | | | **Key words:**  fair, unfair, kind, unkind, right, wrong, safe, unsafe, scared  appropriate, inappropriate, touch, cuddle, kiss, sex, hit, pull, push, hurt, secret, surprise, bully, no | | |
| **Essential skills and attributes developed:**  self regulation  empathy and compassion  strategies for identifying and accessing help and support  identification, assessment and management of risk  Resilience | | |
| **The boxes below show both suggested activities and actual skills you are trying to develop through this topic at each level. These are not definite lists – You should look at the individual mix of pupils within your groups and alter the planning accordingly.** | | | | | | | | |
| **Low (p3-4)**  **Encountering** | | | **Middle (P5-7)**  **Foundation- core** | | | | **High (P8+)**  **Development, enrichment, enhancement** | |
| **Key skills (expected outcomes)** | | | | | | | | |
| * protests when upset * initiates appropriate physical contact * is attentive to everyday sounds * obeys simple instruction * recognises familiar people as they approach * looks for familiar adult * recognises familiar voices * shows anticipation * aware of strangers * combines sound and gesture to indicate need or object * greets familiar peers when asked to * gives familiar people a name * accepts the word no in some situations | | | * asks for help with a personal problem * asks for specific assistance * shows some self control when expressing feelings * is aware of the feelings of others * aware of approval and disapproval * asks for help when they are hurt * is aware of own sex and names of the opposite sex * points to the main features of a person's body when asked * demonstrates empathy with others * able to say no * talks about their fears * listens to a story * play group games requiring interaction with peers | | | | * describe how they feel when …. * be aware of who is a stranger/ not to talk to or accept anything from strangers * can list people who can help us * identifies actions which are kind/ cruel * knows who to tell when they are upset * talks about how important people in their life should care for each other * name the main external parts of the body * talk about what physical contact makes them feel comfortable * talks about how to respond to physical contact * talks about how to respond if their feelings or body is hurt * identifies violent behaviour * identify ways to protect their personal space from inappropriate invasion * discuss who they can approach safely if needed * identify good and bad secrets * recognise safe/ unsafe situations * joins discussions about why they need to be carefull online * develop strategies for saying no * identifies how others actions can affect themselves * discuss types of physical contact | |
| **Activities** | | | | | | | | |
| At this level pupils should share experiences and interact with staff and other pupils in daily routines, for example, through eye contact, imitation, fun sequences, songs, mealtimes. They should begin to recognise certain people and associate them with particular events, for example, adult helpers for swimming, lunch time staff  Action games/ songs - parts of the body  What’s in the bag?- people who help us  Massage  Sensory stories  Messy play with a peer  Choosing activities/ games/ music  looking at photos of family/ staff/ people who help us  explore stimuli relating to people who help us  dressing up  Give opportunities to respond to stimuli about people who look after us, keeping safe, feelings | | | * Matching and sorting activities e.g. good/ bad, kind/ unkind * Identify people who can help * give examples of things people who care for us do to help u * come up with simple rules for keeping safes * Use desmond and daisy dolls to identify private parts of the body and where it appropriate to show these e.g. bath time, doctors * The pantosaurus song and resources * roleplay e.g. saying no, dealing with bullies, asking for help * look at photographs of different situations, what is happening? how do the people feel? what should they do? * Identify different feelings and what to do about them e.g. fear | | | | * discuss and identify secrets and surprises both good and bad. Ensure pupils know that they should never be asked to keep a secret or surprise that could be hurtful to themselves or someone else. Identify people who they could go to if they are worried about a secret or surprise * listen to the pantosaurus song and read through booklet. Pupils to design their own poster * identify different types of touch and how these make us feel, ensure pupils understand they are always able to say no * Role play saying no and asking for help * discuss different scenarios, use picture prompts * Use desmond and Daisy dolls to discuss appropriate and inappropriate touch, private parts, * evaluate different situations and identify possible risks | |
| **Web links:**  <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/> | | | | **Outdoor learning opportunities:** | | | **Resources:**  Daisy and desmond dolls  Pantosaurus booklet  Relationships box containing various friendship/ bullying and relationships books and games | |