

# Newby and Scalby Primary School Curriculum Overview

## PSHE & Citizenship – Keeping Myself Safe

Year 1 Learning	
K & S	<ul style="list-style-type: none"> <li>I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines</li> <li>I know that some substances can help or harm the body including household substances like dishwasher tablets</li> <li>I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules</li> <li>I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency</li> <li>I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline</li> </ul> <ul style="list-style-type: none"> <li>I know the internet has many benefits but I know I need to balance my time spent on and offline</li> <li>I know that people you don't know are strangers and this applies online as well as well as off line</li> <li>I know that when people I don't know ask me for private information I don't share it online or in person</li> <li>I understand that some websites, games and social media sites have age restrictions and I know what to do if I see something I am unhappy with online</li> </ul> <p>Taught input – Autumn 1</p>
v	Medicines, help, harm, rules, 999, emergency services, online, off-line, privacy, age-restrictions, safety, road, water, rail, fire, risk, health, well-being, secret, internet, balance, strangers, dental health, games, website, social media, choices
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Safely experiencing a fire pit and using sparklers – <b>Bonfire Night Theme</b> (November)</p> <p>Beach Visit (safety at the beach) – <b>Add Theme</b> (Summer Term)</p> <p>Peasholm Park Visit – <b>Sculpture Theme</b></p> <p>Library Visits</p> <p>Cooking</p> <p>Computing Curriculum (online safety)</p>

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Year 2 Learning	
<b>K &amp; S</b>	<ul style="list-style-type: none"> <li>• I use simple skills which will help to maintain my personal safety both on and offline</li> <li>• I understand that all drugs can be harmful if not used properly</li> <li>• I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly</li> <li>• I can recognise and say what is right and wrong both on and offline</li> <li>• I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online</li> <li>• I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency</li> <li>• I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep</li> </ul> <ul style="list-style-type: none"> <li>• I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games</li> <li>• I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online</li> <li>• I know that people sometimes behave differently online, including friends or by pretending to be someone they are not</li> <li>• I have an understanding of what a healthy online friendship is and awareness of the risks associated with people they have never met</li> </ul> <p>Taught input – Autumn 1</p>
<b>E</b>	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Fire Station Visit (Autumn Term) - fire safety, camp fire</p> <p>Beach Visit and Lifeboat Station (Summer 2) - beach safety and sun safety</p> <p>Library Visits</p> <p>Computing Curriculum (online safety)</p>

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Year 3 Learning	
<b>K &amp; S</b>	<ul style="list-style-type: none"> <li>I can identify and explain how to manage risks in different situations including on and offline line</li> <li>I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline</li> <li>I can explain how my behaviour may have consequences for myself and others both on and offline</li> <li>I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc</li> <li>I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency</li> </ul> <ul style="list-style-type: none"> <li>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games</li> <li>I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online</li> </ul> <p>Taught input – Autumn 1</p>
<b>E</b>	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Swimming (water safety)</p> <p>Library Visits (road safety)</p> <p>Visit to St Lawrence’s Church (road safety)</p> <p>Cooking</p> <p>Computing Curriculum (online safety)</p> <p>Sun safety <b>Light and Dark Theme</b></p>

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## PSHE & Citizenship – Keeping Myself Safe

Year 4 Learning	
K & S	<ul style="list-style-type: none"> <li>I can describe what risk means to me both on and offline</li> <li>I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline</li> <li>I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency</li> <li>I have some effective strategies to cope with peer influence and peer pressure both on and offline</li> </ul> <ul style="list-style-type: none"> <li>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</li> <li>I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable</li> <li>I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this</li> <li>I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this.</li> <li>I know how to recognise and display respectful behaviour online</li> </ul> <p>Taught input – Autumn 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>East Barnby residential</p> <p>Computing Curriculum</p> <p>PE Curriculum</p>

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## PSHE & Citizenship – Keeping Myself Safe

Year 5 Learning	
K & S	<ul style="list-style-type: none"> <li>I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment(rail, farm, water and fire) and I know how to call 999 in an emergency</li> <li>I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks</li> <li>I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media</li> </ul> <ul style="list-style-type: none"> <li>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</li> <li>I understand how some people use online technology to bully other people and</li> <li>I know how to seek help if this happens to me or a friend</li> <li>I know how to present myself safely online and understand the potential risks of providing personal information online</li> <li>I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others</li> <li>I understand that the person that I think I am communicating with on-line may not be who they say they are.</li> <li>I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if</li> <li>I feel uncomfortable and are concerned by such a request</li> <li>I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website</li> </ul> <p>Taught input – Autumn 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p>

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Year 6 Learning	
K & S	<ul style="list-style-type: none"><li>• I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency</li><li>• I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe</li><li>• I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly</li><li>• I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change</li><li>• I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media</li></ul> <ul style="list-style-type: none"><li>• I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</li><li>• I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life</li><li>• I am able to recognise risks, harmful content and contact and now how to report them</li><li>• I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications</li><li>• I understand how the media (advertising and internet) may influence my opinions and choices</li><li>• I have an understanding of how my information and data is shared and used online</li><li>• I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if</li><li>• I feel uncomfortable and are concerned by such a request</li><li>• I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li></ul> <p>Taught input – Autumn 1</p>

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<b>E</b>	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Bewerley Park residential</p> <p>Dalby Forest trip</p> <p>Crucial crew</p> <p>Risk assessments (Sports’ Days and Shelter building)</p> <p>Computing Curriculum</p> <p>English links to media – advertising</p> <p>Hit the Surf</p> <p>Bikeability</p> <p>Swimming lessons</p>
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