

Being Safe 2

Core Concepts

Safety RP1

Key Vocabulary

Advice- when you provide guidance

Appropriate- taking into consideration the situation

Neglect- failure to care for something properly

Abuse- treated badly

Trust- when you can go to somebody about something that is worrying you without concern

Listen- paying attention and acknowledging what you are hearing

Stages

Stage 1 -Discuss who to get advice from in school and outside of school.

Stage 2- Research safe platforms to get advice from in school and outside of school.

Stage 3- Demonstrate how to ask for advice or help confidently using appropriate vocabulary to report abuse of concerns.

Stage 4- Learn the PANTS rule to understand each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Unit Outcome

To understand how to ask for advice or help confidently using appropriate vocabulary to report abuse or concerns.

To understand each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (PANTS and Big Talk)

Enquiry Questions

Who are trusted adults?

Where can you raise concerns about your safety in school?

What does abuse consist of?

Why is the PANTS rule so important?

Useful Resources

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>- There are useful guides on here for teaching as well as special packs made especially for children with autism.

<https://www.childline.org.uk/>- There are games on here and also easy ways to report concerns which may be easier for children who are worried about using an adult's phone to call.

PIXL> Resources> Character> Wellbeing> My Life> year 5 6> Session 2- Support Network

Key Facts

1. PANTS rule- Privates are private, always remember your body belongs to you, no means no, talk about secrets that upset you and speak up someone can help.
2. Child Line number- 0800 1111

Caring Friendships 3

Core Concepts

Respectful Relationships RP3

Key Vocabulary

Judge- make a decision based on a number of facts

Advice- a synonym for help

Trust- when you believe in something without needing reassurance

Friendship- a relationship between friends

Secure- feeling safe

Stages

Stage 1- Research the characteristics of positive and negative friendships and how positive friendships make us feel happy and secure and that they do not make others feel lonely or excluded.

Stage 2- Investigate how friendships can be repaired or strengthened and see that violence is never right.

Stage 3- Judge when a friendship makes them feel unhappy or uncomfortable, to manage the situation and to seek advice if needed.

Stage 4- Recognize who to trust and who not to trust.

Unit Outcome

To understand the characteristics of positive and negative friendships and how positive friendships make us feel happy and secure and that they do not make others feel lonely or excluded.

Enquiry Questions

Should we give up when we have a disagreement with a friend?

When words have no effect, what should we do next?

What do you think a positive friendship looks like?

How do we deal with people who we no longer trust?

Useful Resources

PIXL Primary> Resources> Character> Wellbeing> My life> Year 3/4 > Relationships

PIXL Primary> Resources> Character> Wellbeing> My life> Year 5/6 > Life Connections

Advanced First Aid

Core Concepts

Health RP2

Key Vocabulary

Injuries- being in bad health

Emergency- a serious, unexpected and dangerous situation

Stages

Stage 1- Investigate concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Stage 2- Put a person into the recovery position

Stage 3- Consider and debate scenarios where emergencies arise.

Unit Outcomes

To know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Enquiry Questions

When might you chose to ring 111 rather than 999?

When should you put somebody in the rescue position?

Useful Resources

Recovery Position - Share Area- Subject Areas- RSHEPSE> Useful Resources- Year 5 6 > Advanced First Aid

TWINKL- PSHE and Citizenship - Y6 Safety First - Lesson 4: In an Emergency Lesson Pack (Share Area- Subject Areas- RSHEPSE> Useful Resources- Year 5 6 > Advanced First Aid)

Key Facts

3. The emergency service number- 999
4. You can ring 111 if you are feeling unwell but not sure if it is an emergency
5. Teach the DRABC rule for first aid skills

Economic Wellbeing 2

Core Concepts

Living in the Wider World (economic wellbeing and being a responsible citizen) RP5

Key Vocabulary

Tax- compulsory money paid to the state decided by the government

Contribute- to give something to help achieve something

Loan- something is borrowed on the basis it is paid back in a certain time

Debt- a sum of money that is owed

Stages

Stage 1- Investigate the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

Stage 2- Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

Unit Outcome

To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

To know what is meant by enterprise and begin to develop enterprise skills.

Enquiry Questions

Do you think it is right that in this country we pay taxes?

What should you check when taking a loan out?

How can you get out of debt?

Useful Resources

For full lessons> Shared Area> Subject Files> RSHEPSE> Useful Resources> Year 56> Economic Wellbeing Autumn 2

Key Facts

1. Income **Tax** is collected by HMRC on behalf of the government. It's used to help provide funding for public services such as the NHS, education and the welfare system, as well as investment in public projects, such as roads, rail and housing.
2. There are some countries in the world where income tax does not exist
3. Loans can have interest applied to it so you can owe more than you actually borrowed (use this in conjunction with percentage lesson in maths)