



Topic:	Year group	Term
Safety and the changing body.	3	Spring Term. (Kapow)

Background knowledge

Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence.

What should I already know?

Pupils who are **secure** will be able to:

- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Understand how to help someone who has been bitten or stung.
- Write an email with instructions written using positive language.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- Send an email that describes some of the best ways to avoid being tricked by fake emails.

Statutory objectives / Key Skills	The Journey
Objectives 1. <u>To understand the role I can take in and emergency situation.</u> 2. <u>To understand how to help if someone has been stung or bitten.</u> 3. <u>To understand the importance of being kind online and what this looks like.</u> 4. <u>To understand that cyberbullying involves being unkind online.</u> 5. <u>To understand that not all emails are genuine</u> 6. <u>To understand the choices people can make and those which are made by others.</u> 7. <u>To begin to recognise who and what can influence our decisions.</u>	Quiz and knowledge organiser 1. First Aid: Emergencies and calling for help 2. First Aid: bites and stings 3. Be kind online 4. Cyberbullying 5. Fake emails 6. Making choices 7. Influences - see note 8. Keeping safe out and about (Brake resources) Review and reflect on knowledge catcher.

8. To develop an understanding of safety on or near roads.

Skills

- Exploring ways to respond to cyberbullying or unkind behaviour online.
- Developing skills as a responsible digital citizen.
- Identifying unsafe things people might do near roads unsafe.
- Beginning to recognise unsafe digital content.

7. Influences

Note

In this lesson, there is an optional scenario involving alcohol. Please read the following important information

In terms of the law around children drinking at home, it is illegal to give alcohol to a child under the age of 5, but there are no limits as such thereafter until 18+.

Some schools may wish to avoid covering this area to avoid confusion and any mixed messages. However, it can arise organically in the classroom or your school may decide they would like to proactively explore it with the children.

Our expert in this area deals with this by explaining that if parents/carers decide to allow a child (over 5 years old) to have a drink of alcohol (excluding spirits) that is down to their discretion, giving the example of having a small glass of something bubbly on New Year's Eve or a small glass of wine with a meal (as with some European cultures.)

It is suggested that this information is not shared with children unless they ask.

This can lead to a conversation around safety and safeguarding, and therefore, it is advisable to notify the safeguarding lead in your school in advance and include a conversation around feeling safe at home and the support options available should children ever feel unsafe, including Childline.

Outcomes

Working towards: I understand it is most important to ensure the safety of myself and others in the event of an emergency. I can ensure the safety of myself and others. I understand how to use positive language within an email. I can recognise unkind behaviour and know how to report it. I can recognise when an email might be fake. I understand some choices I can make. I understand that there are people who will influence what I choose. I understand the basic rules for keeping safe on or near roads.

Working at: I can assist in an emergency by correctly calling for help. I know how to assess a casualty's condition calmly and identify an allergic reaction to a bite or sting. I am able to recognise when digital behaviour is unkind. I can be a responsible digital citizen. I understand that I shouldn't click on links in an email unless I know what it is. I understand why some

decisions are made for me. I can explain how someone's influence might not be good for me. I can explain rules for keeping safe.

Working beyond: I know the information I need to give to emergency services if they are called to an incident. I know how to seek medical help if required. I know how to be a responsible digital citizen when I encounter others online. I can offer advice to support other people who are victims of cyberbullying. I know what to do if I suspect an email is fake. I can explain who might make choices for me.

Key Vocabulary

allergic
anaphylaxis
bullying
casualty
choice
cyberbullying
decision

distraction
fake
influence
injuries

Cross-curriculum links

English

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- participate in discussions, presentations, performances, role play, improvisations and debates
- draft and write by:
 - in narratives, creating settings, characters and plot'

Computing

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact."

Assessment questions / outcomes

What should you always do first when faced with an emergency situation?

Who can help us if we have a problem online?

Why is it important to keep passwords secret?

What clues are there that an email might be fake?

Who makes choices for me?

How can I make good choices?

What are the rules for keeping safe near the roads?

British Values



Mutual respect, Tolerance of those with different faiths and beliefs.