

Keeping Myself Safe (Y5)

What you have already learnt in Year 4:

You can describe what risk means to you both on and offline. You can take responsibility for your own behaviour and safety and realise that actions have consequences both on and offline. You can recognise, predict and assess risk, relating to yourself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and you know how to call 999 in an emergency. You have some effective strategies to cope with peer influence and peer pressure both on and offline. You know the internet has many benefits but that you need to balance your time spent on and offline and adhere to the age rating of social media and computer games. You know that not everything on the internet is true and know what to do if you access something that makes you unhappy or uncomfortable. You understand the need to keep some information private in order to protect yourself when communicating online and can implement strategies to do this. You recognise how online communications (including from friends) may be used for manipulation or persuasion and have ways of managing this. You know how to recognise and display respectful behaviour online.

What you will have learnt by the end of Key Stage 2:

You will be able to take responsibility for your own safety including basic first aid, how to call 999 in an emergency and online safety. You will understand your responsibilities you have due to increased independence online and offline. You will learn how to respond to challenges you face and be able to make informed decisions relating to risk. You will understand that you may experience pressures to behave in a certain way, but you will have the skills to respond and manage these responsibly. You will gain communication skills. You will be aware of the benefits of using the internet and understand how to balance time online. You will be able to explain what online abuse is and the negative impact this may have on someone.

Skills and knowledge I may use from other subjects:

English

- Increasing knowledge and understanding of more complex vocabulary.
- Developing discussion skills by taking turns and listening to the opinions of others to help shape their own ideas and beliefs.
- Further developments in writing, such as planning, drafting editing and improving; as well as sentence structure and use of vocabulary.

Computing

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

Key Skills

Personal Effectiveness

- Reliance (including self-motivation, perseverance and adaptability)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms.
- Strategies for identifying and accessing appropriate help and support.

Interpersonal and social effectiveness

- Recognising evaluating and utilising strategies for managing influence.
- Using skills and attributes to build and maintain healthy relationships.

Managing risk and decision making

- Making decisions
- Identification, assessment and management of positive and negative risk to self and others.
- Reliance (including self-motivation, perseverance and adaptability)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms.
- Strategies for identifying and accessing appropriate help and support.

What you will have learnt by the end of this unit.

- 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.
- I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks.
- 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.
- 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.
- I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend.
- I know how to present myself safely online and understand the potential risks of providing personal information online.
- I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others.
- I understand that the person that I think I am communicating with on-line may not be who they say they are.
- 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 I feel uncomfortable and are concerned by such a request.
- 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.

Opportunities for teaching diversity, equality and expanding cultural capital

- Visit from emergency services to discuss online safety, road safety and how to call 999.
- School to take part on anti-bullying week and activities
- Children could set up their own support group in school.

Key Vocabulary

Decisions – the act of choosing or deciding.

Dilemma - when we need to make a difficult choice.

Drugs – a substance used as a medicine or a substance that affects bodily activities often in a harmful way.

Emergency – an urgent need for help.

Emotionally – responding to something in an emotional way

Environment – the surroundings around us.

Health - the overall condition of the body.

Illegal – contrary to the laws or rules.

Legal – things that are permitted by law or established rules.

Media – forms of communication designed to reach a large number of people.

Medicines – a substance or preparation used to treat disease or infection.

Peer pressure

Physically – something relating to the body.

Predict – to guess a possible outcome in advance based on observation, experience or reasoning.

Responsibility – the quality of being dependable and responsible.

Risk – an action which is taken in a hazardous situation *e.g. taking a difficult route on a BMX trail or taking the lead role in a school play.*

Rules – a guide for conduct or action.

Secrets – when someone tells us not to tell something.

Services – the work or action of someone who serves such as the police or ambulance staff.

Skills – abilities that come from training or practice.

Solvents – a substance capable of dissolving one or more other substances.

Strategies – a careful plan or method.

Substances – a physical material from which something is made.

Surprises – When something happens that you weren't expecting.

Recall and Remember

Continue to add to your knowledge mind map at regular intervals throughout this unit to record what you have learnt so far.

At the end of the unit, create a double page spread about everything you have learnt.

Here are some things to think about:

- Who are your support networks and how do they help you?
- Friendships and how you manage fall outs both online and offline.
- Simple and safe routines you might have to stop the spread of bacteria and viruses and why this is important.

Health

Habits and Addiction

A habit is a pattern of behaviour that is repeated – it is often done routinely. Some habits are a good thing, e.g. brushing our teeth every morning and evening. However, there are some habits that can be bad for our health and wellbeing, e.g. eating too many fatty foods or spending too much time on video games.

An addiction is a habit that someone finds exceptionally difficult to stop. Addictions are not normally good for our health and/or wellbeing. We can become addicted to many things, but some products contain addictive substances (e.g. nicotine in cigarettes). Once a person has a certain amount of nicotine, they crave more nicotine. This makes it very difficult to stop smoking.

Cigarettes and Drug Facts

These days, fewer and fewer young people are smoking. Only 3% of young people aged between 11 and 15 are smokers. This used to be around 10% in 2001. The main reasons are because people are more aware of the risks, they would like to stay healthy, they don't think it is cool and laws have become tougher. Many smokers state that they began smoking to fit in with friends when they were younger. It is now illegal to sell cigarettes and alcohol to anyone aged under 18. Shops can be fined for doing so.

A drug is a substance people take to change the way they think, feel or behave. Many drugs are helpful when used properly (e.g. to treat a medical condition) but can also be harmful when misused.

Managing Dilemmas

Often, when we have a dilemma, it is important to weigh up the risks. We should be able to determine actions that are high risk, medium risk or low risk. To manage the risk, we should consider:

1. What is the situation?
2. What is the risk level?
3. How can I make the situation safer?
4. Which choice is the safest?
5. What is the risk level now?

We should remember that not all risks are bad – good things can come from taking risks (e.g. performing in front of lots of people, and doing well!)

There are several things that we can do to inform our decision, for example getting some more information (e.g. what is the BMX trail route? or How many lines does the leading role need to remember?) or asking a trusted adult.

We all have to deal with chance events in our life and need to manage those in a way which helps us and keeps us safe

Spotting Bullying

Bullying is when someone is repeatedly unkind or hurtful to another person.

There are different types of bullying:

1. Calling names/ saying hurtful things;
2. Hurting by hitting, punching, kicking,
3. Leaving someone out of something;
4. Sending hurtful messages or photos on technology (cyber-bullying)

Bullying can sometimes be difficult to spot as bullies may mix bullying behaviour with kindness, or it may get gradually worse over time.

When bullying is taking place, we should challenge it. One way is to tell an adult.

With cyber-bullying, you should not respond to the hurtful messages, and can block the other person.

Relationships and Staying Safe Online

Being Assertive

Sometimes, people want us to do things that we are not comfortable with. Being assertive is about speaking up for ourselves in a way that is confident and honest about how we feel.

Being assertive is a healthy way of communicating, but does not come naturally to everyone. Some people are passive: they try to avoid confrontations and do not speak up for themselves. Others may be too aggressive, communicating too forcefully.

How to be Assertive:

- Stand firm
- Speak clearly
- Be friendly & polite
- Stay calm & confident
- Negotiate
- Relax
- Give eye contact.



Playing Online

Playing games online can be fun, but it is important to play safely.

- Have specific times in the day for gaming, so that it doesn't take over life!
- Turn it off at night, so that you can sleep.
- Use passcodes on phones and other devices so that others can't access accounts or their personal information.

Remember that it is far safer to only chat to people you know in real life. If anything online upsets or annoys you, speak with a trusted adult.