

# Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : PSHE

YEAR : A

TERM : Spring 2

YEAR GROUPS : 3/4

## Key Question: What is safety first?

Previous Knowledge –

- identify and discuss some school rules for staying safe and healthy.
- list some of the dangers we face when we are using roads, water or railways.
- describe drugs, cigarettes and alcohol in basic terms.
- identify some common injuries and know they can be treated with first aid.
- recognise hazards and dangers in an emergency situation.
- state 999 as the number to call to seek help in an emergency.

### END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:

- > describe what peer pressure is.
- > explain what a risky or dangerous situation is.
- > discuss school rules and how they keep us safe.
- > lists hazards I might find at home.
- > describe what a drug is.
- > can I discuss safety precautions that can be taken when using roads, railways or water.
- > list substances around the home that contains chemicals.

Most children will show that they have reached the expected level because they can:

- > describe what peer pressure is.
- > explain what a risky or dangerous situation is.
- > discuss school rules and how they keep us safe.
- > lists hazards I might find at home.
- > describe what a drug is.
- > can I discuss safety precautions that can be taken when using roads, railways or water.
- > list substances around the home that contains chemicals.
- > appreciate what being responsible means.
- > assess a situation for the level of risk.
- > identify people who can help us in and emergency.
- > understand the importance of taking action to reduce the risk of harm.

Some children will have gone beyond the expected level and will show that they are exceeding because they can:

- > describe what peer pressure is.
- > explain what a risky or dangerous situation is.
- > discuss school rules and how they keep us safe.
- > lists hazards I might find at home.
- > describe what a drug is.
- > can I discuss safety precautions that can be taken when using roads, railways or water.
- > list substances around the home that contains chemicals.
- > appreciate what being responsible means.
- > assess a situation for the level of risk.
- > identify people who can help us in and emergency.
- > understand the importance of taking action to reduce the risk of harm.
- > appreciate that my own decisions and behaviour can impact my safety and the safety of others.
- > understand some basic first aid.

### ASSESSMENT OPPORTUNITIES

- Discussions during lessons.
- End of unit quiz.
- Questioning during lessons.

### ENRICHMENT

OPPORTUNITIES  
Helping children to remember more

### SUBJECT SPECIFIC VOCABULARY

independent, responsible, decisions, choices, safe, healthy, consequences, instructions, rules, advice, help, risk, danger, hazard, outcome, peer pressure, dare, media, comfortable, uncomfortable, right, wrong, feelings, local environment, unfamiliar place, road safety, pedestrian, crossing, zebra crossing, traffic, cycling, water safety, swim, dive, depth, railway, train, danger, electricity, cables, responsibility, independence, drugs, medication, medicine, pill, vaccine, inhaler, insulin, injection, alcohol, cigarettes, e-cigarettes, lungs, body, physical, health, wellbeing, impact, affect, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scalded, choking, shock.

### CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.