

Year 3 Term 3  
**What keeps us safe?**  
**PSHE**



**National Curriculum Links:**

Being Safe Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

**Essential Prior Learning:**

Know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online).  
 Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.  
 Know how to restrict pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.

Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not.  
 Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares them.

**Progression in Skill:**

How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.  
 How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilisers.  
 That their body belongs to them and should not be hurt or touched without permission; what to do and who to tell if they feel uncomfortable.  
 How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online).  
 How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products responsibly).  
 How to react and respond if there is an accident and how to deal with minor injuries, e.g. scratches, grazes and burns.  
 What to do in an emergency, including calling for help and speaking to the emergency services.

**Long-term Memory Knowledge:**

Understand the term 'hazard.'  
 Suggest potential hazards in given situations and what you can do to reduce the risk of harm from these.  
 Name some things that you can wear or use that will give your body some protection, e.g. seatbelt, hard hat.  
 Know that your body belongs to you: you have the right to say no if something makes you feel uncomfortable or unsafe.  
 Suggest some strategies that can help you if you feel pressured to do/not do something or uncomfortable about a situation.  
 Talk about some of the routines people follow in their daily lives that help to keep them safe and healthy, e.g. taking preventative medicines, putting away household chemicals when you've finished with them.  
 Know what to do if someone gets hurt and how to manage small injuries.  
 Know what to do in an emergency and how to get help.

**Key Vocabulary**

safe	not in danger; nothing harmful is happening
risk	something that might cause harm or lead to danger
emergency	a serious situation where help is needed quickly
permission	when something is allowed by someone in charge
hygiene	keeping clean to stay healthy
pressure	when someone tries to make another person do something they do not want to do

**Progression in Resources:**

Role-play  
 Circle time discussions  
 Scenario cards

**Relevance**

<b>Now</b>	Notice things that might be dangerous and understand simple ways to stay safe. Follow basic health and hygiene routines like washing hands. Understand that help can be called in an emergency.
<b>Future</b>	Make safe choices in different situations, including online. Respond calmly if someone gets hurt and know how to deal with minor injuries. Speak up if feeling pressured or uncomfortable and know who to tell.
<b>Aspiration</b>	Be confident in keeping safe and healthy in everyday life. Respect personal boundaries and support others to feel safe. Act responsibly in emergencies and help others when needed. Make thoughtful decisions to stay healthy and protect well-being.