

Year 4 Term 4

PSHE

How can we manage risk in different places?



National Curriculum Links

That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. How to recognise harmful content or harmful contact, and how to report this. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. How to respond safely and appropriately to adults they may encounter, including those they do and do not know.

Essential Prior Learning

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 recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilisers

Progression in Skill

How to recognise, predict, assess and manage risk in different situations.
How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).
How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.
How people's online actions can impact on other people
How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
How to report concerns, including about inappropriate online content and contact.
Rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is antisocial or against the law.

Long-term Memory Knowledge

Identify potential hazards in everyday life in a variety of settings, e.g. roads, water, railways.
Suggest ways to minimise these risks.
Think about the risk and consequences that their choices could have.
Understand what peer pressure is and why it can be so powerful; suggest ways to resist this.
Understand the impact that comments and posts online have on people emotionally and how to report concerns.
Understand what personal information should be shared and what should not.
Understand who can support with concerns including those that are online.
Understand why laws are important and why they keep people safe.

Key Vocabulary

peer	someone who is your own age or in a similar age group
concern	something that makes you feel worried, unsure, or uncomfortable
restriction	a rule or limit that tells you what you can or cannot do
law	a rule made by the government that everyone must follow
anti-social	behaviour that upsets, harms, or bothers other people in the community

Progression in Resources

CEOP website, scenario cards, roleplay prompts, RNLI website, network rail video

Relevance

Now	Children have an awareness of how to stay safe in a range of environments including online and what they can do to stay safe; they can recognise risky behaviour and possible consequences.
Future	As independent adults, children can identify potential risks and do their best to minimise these for themselves and for others.
Aspiration	Interest in jobs keeping others safe such as cyber security, police force, a health and safety role within a company, etc.