Year Group: Five
Subject: PSHCE (what is this?)
PSHCE / RHE focus area: Safety

Our ground rules for PSHCE at Haslingden Primary School – Remind at the beginning of each unit – this may be a quick recap at the beginning of each lesson or at the beginning of each half term.

- We treat each other with respect.
- We use kind words and kind actions.
- We can pass if we want to.
- We use the correct names for things.
- We don't share personal stories about ourselves, our family or our friends.
- We don't ask our friends or teachers to share personal stories or opinions.

We all stick to the rules!

Lesson One

Lesson 1

Purpose: to recognise safe and unsafe touch and know how to speak up if I am worried

- Daily Review
- Vocabulary
- New information (reading)
- Guided/ independent tasks
- Checking for understanding

Autumn 1

Review

P.S.H.E.

1. What does respect mean?

2. Who are your trusted adults in school and at home?

3. What does it mean to listen to our feelings?

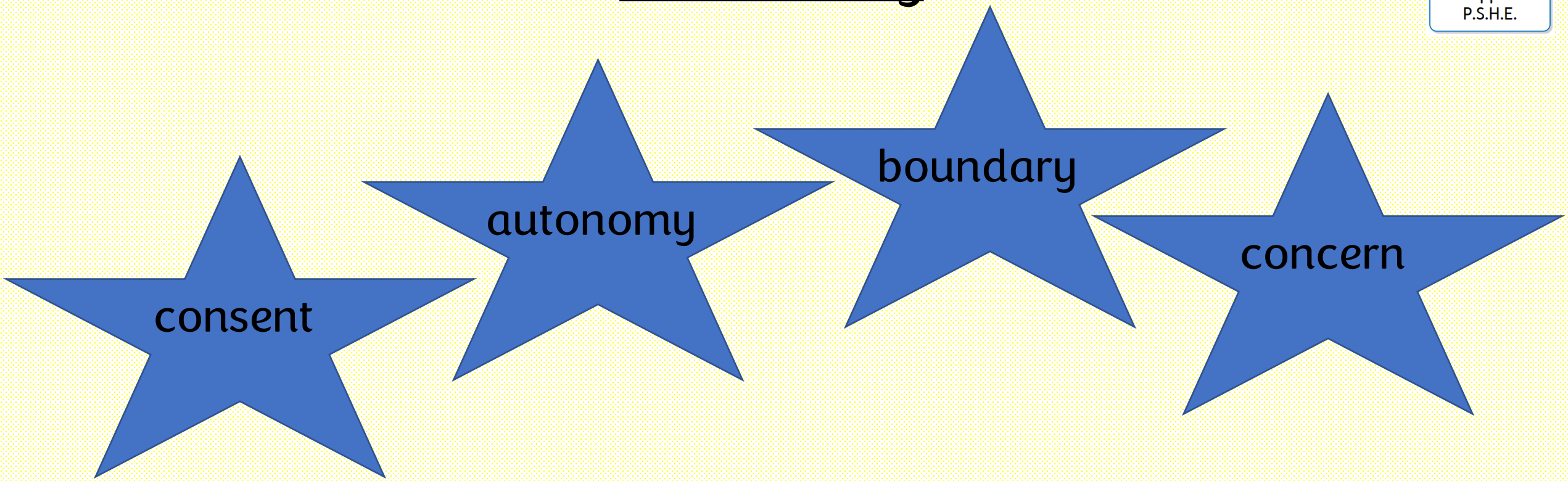
4. What have we learned before about keeping ourselves safe?

5. Why is it important to ask permission before touching?

Lesson 1

Vocabulary

P.S.H.E.



Autonomy – having control over your own body and choices
Consent – giving permission or agreeing to something
Boundary – a limit that helps keep us safe and comfortable
Concern – a worry that needs to be shared with an adult

New information

Purpose: to recognise safe and unsafe touch and know how to speak up if I am worried

P.S.H.E.

Watch: Talk PANTS with Pantosaurus and his PANTS song #TalkPANTS
Watch: Consent What is the main message of each video?

My Body Belongs to Me

Everyone has a right to feel safe in their own body. This is called body autonomy. It means **your body belongs to you**, and you get to decide what feels okay and what does not.

Some touch is **appropriate**, like a hug from a parent or carer, or a high-five from a friend, if you feel comfortable. Some touch can feel **uncomfortable or unsafe**, and that is important to notice.

Your feelings matter. If something makes you feel confused, worried or unsafe, it is okay to say **no**, move away, and tell a trusted adult. Even if someone says it is a secret, **it is always okay to speak up** to keep yourself safe.

New information

Purpose: to recognise safe and unsafe touch and know how to speak up if I am worried

Appropriate Touch
•Makes you feel safe and comfortable
•Given with permission
•Example: holding hands, a pat on the shoulder

Inappropriate Touch
•Makes you feel uncomfortable or confused
•You did not agree to it
•Not respectful of boundaries

Unsafe Touch
•Makes you feel scared or worried
•Asked to be kept a secret
•You must tell a trusted adult

Your feelings help you recognise what is okay.

New information

Purpose: to recognise safe and unsafe touch and know how to speak up if I am worried

- Can appropriate touch ever change depending on how someone feels?
- Is it okay to say no to a hug?
- What could you say if someone makes you feel uncomfortable?
- Why might someone feel nervous about telling an adult?
- How can adults help keep children safe?

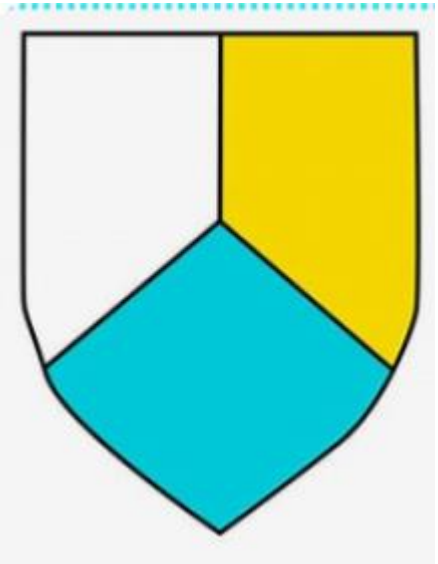
Task

P.S.H.E.

Purpose: to recognise safe and unsafe touch and know how to speak up if I am worried

Draw a shield and write 3 sentences:

If I feel unsafe, I can say…
A trusted adult I can talk to is…
It is okay to speak up because…



Challenge

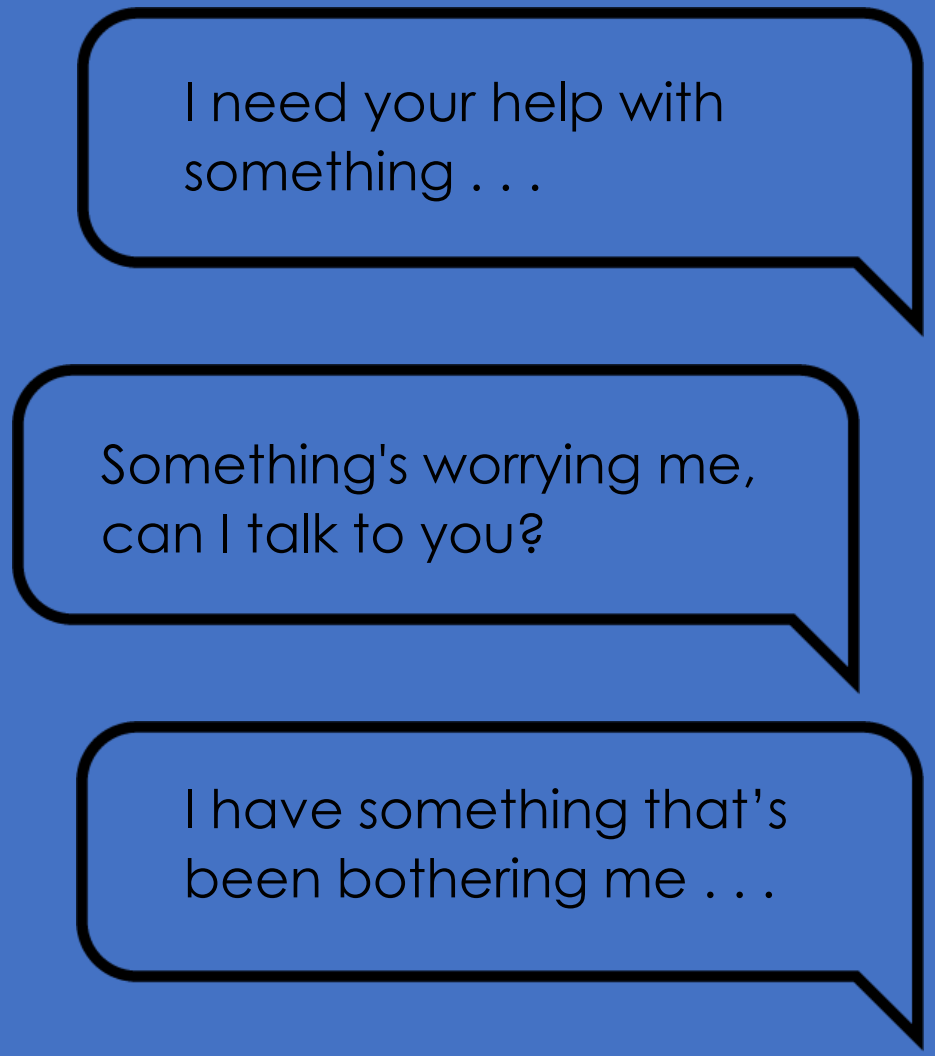
P.S.H.E.

Who can help?

If you have any concerns of worries you can…

- speak to an adult in school – a teacher or a helper
- speak to an adult at home - someone that you feel comfortable talking to.

ChildLine Tel: 0800 1111
www.childline.org.uk/kids



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Lesson 1

Checking for Understanding

P.S.H.E.

1. Who can you go to if you need help? (may be linked to the subject covered in this lesson)

2. Quiet reflection:- how does this apply to me? How can I use this knowledge or skill in my life?

3. What do these mean: body autonomy, consent

4. Is it ever wrong to tell an adult about a concern?

Working Wall

P.S.H.E.

Screen shot from one of the videos
Modelled shield drawing

Lesson Two

Lesson 2

Purpose: to know how to be respectful online and how to protect our personal information

P.S.H.E.

- Daily Review
- Vocabulary
- New information (reading)
- Guided/ independent tasks
- Checking for understanding

Lesson 2

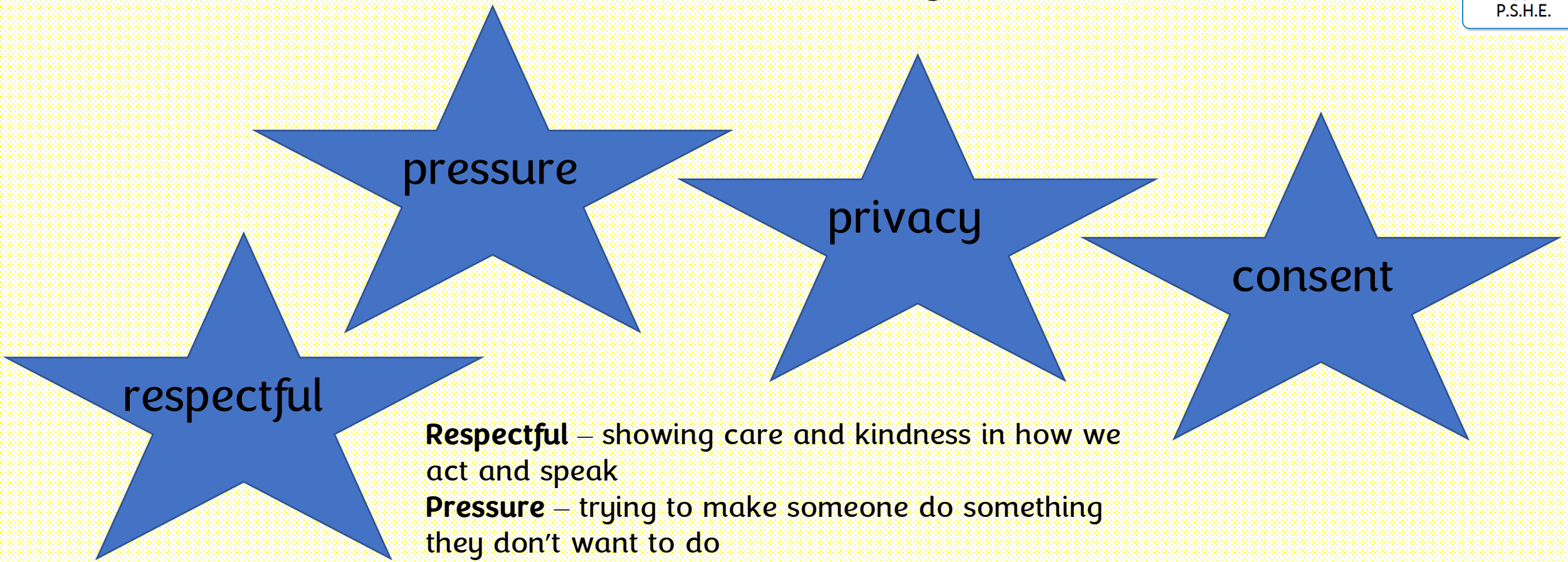
Review

P.S.H.E.

1. What does respect mean?
2. What is bullying?
3. Who can we talk to if we feel worried or unsafe?
4. What kind of information is personal?

Lesson 2

Vocabulary



Respectful – showing care and kindness in how we act and speak

Pressure – trying to make someone do something they don't want to do

Privacy – keeping personal information safe and protected

Consent – giving permission freely and confidently (without being forced)

New information

Purpose: to know how to be respectful online and how to protect our personal information

P.S.H.E.

Being online is part of everyday life, but the same rules of respect still apply. Respectful online behaviour means using kind words, thinking before posting, and stopping if someone says "no".

Sometimes people feel **pressured** online. This could be being asked again and again to share a photo, tell personal details, or join in with unkind messages. Even if it feels like "everyone else is doing it", pressuring others is not okay.

Privacy helps keep us safe. Personal information such as full names, addresses, passwords and private photos should be protected. Once something is shared online, it can be hard to take back.

If something online makes you feel uncomfortable, it is important to stop, not reply, and tell a trusted adult.

Task

Purpose: to know how to be respectful online and how to protect our personal information

- Is it respectful to keep asking someone after they have said no?
- Name one example of personal information.
- Why might someone feel pressured online?
- How does protecting privacy help keep people safe?

Scenario cards
Read the card your group has been given and answer the questions.
Be ready to share with the class.

Working Wall

P.S.H.E.

Display a copy of ‘save it, block it, report it’ and a photo of the Whisper box.

Lesson 2

Checking for Understanding

P.S.H.E.

1. Why is it wrong to pressure someone to share photos or information?

2. Name 2 things that should stay private online

3. What should you do if someone pressures you online?

4. Who is a trusted adult you could talk to?

Lesson Three

Lesson 3

Purpose: to learn how to make safe choices about images we share online

P.S.H.E.

- Daily Review
- Vocabulary
- New information (reading)
- Guided/ independent tasks
- Checking for understanding

Lesson 3

Review

P.S.H.E.

1. Explain one rule we follow when using the Internet.

2. What kind of information should we not share?

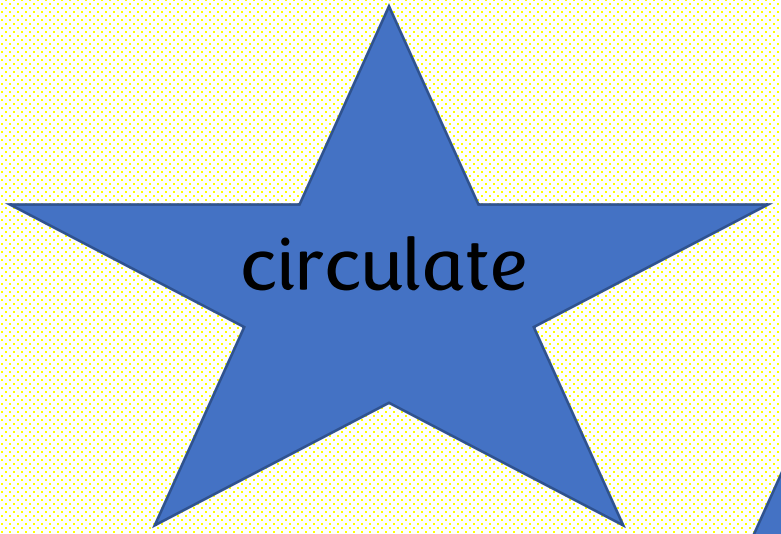
3. What should you do before clicking or posting?

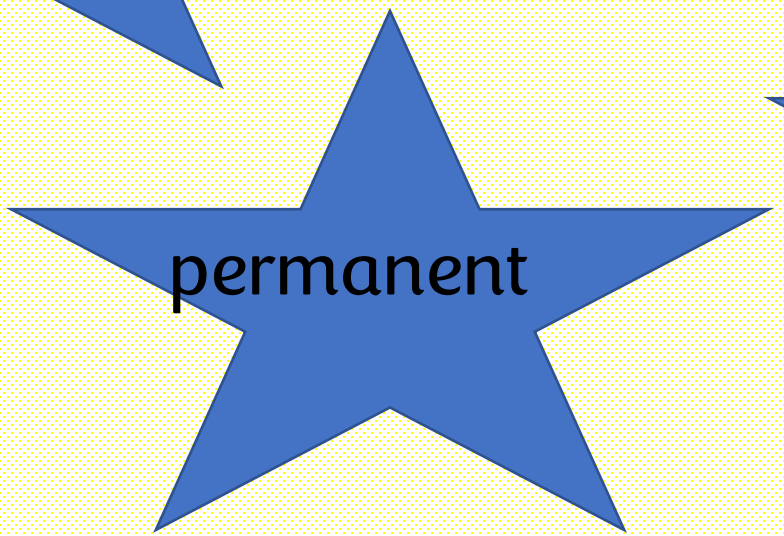
4. What does staying safe online mean?

Lesson 3

Vocabulary

P.S.H.E.





Year 5-6

Pick your Pics

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What is our starting point?

Sami likes to share photos with their friends.

1. What sort of photos do you think Sami might share?
2. How might they share them?
3. How might they feel about sharing and receiving photos?
4. What are the risks of sharing photos?
5. Are there any rules that the friends could have about the photos they share?

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To share or not to share? Take a vote.

What does Sami need to know to help them decide whether to share or not?

Sami in their new pyjamas.

A group photo of Sami and their friends.

Sami doing a dance routine in their bedroom.

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Who is seeing the image?
Why do they want to see it?
Take a new vote now you have this new information.

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Sami in their new pyjamas

Granny wants to see the picture because she bought the pyjamas.

A group photo of Sami and their friends

Most of the friends want to see it and thinks it's funny.

Sami doing a dance routine in their bedroom

The video is being live-streamed to a 'fans' page of people Sami doesn't know, but they are all interested in dance.

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How does the person feel?
Have they agreed to it being shared?
Take a new vote now you have this new information.

Sami in their new pyjamas

Sami feels shy and doesn't want anyone to see the photo.

A group photo of Sami and their friends

One friend in the picture thinks everyone will laugh at how they look.

Sami doing a dance routine in their bedroom

It felt like fun at first but now people are starting to ask weird questions and demand more videos which makes Sami feel upset.

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Are there any risks?

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Sami in their new pyjamas

Granny loves showing pictures of her grandchildren to all her friends.

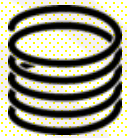
A group photo of Sami and their friends

The friends share photos in a small messaging group and the photos are deleted after a short time.

Sami doing a dance routine in their bedroom

People watching the dance video can see Sami's school uniform and lots of things in their bedroom.

How have your ideas changed as you have been given extra information?



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‘Flirty’ photo

TTYP: why might Sami send or not send?

What do you think the person means by a ‘flirty’ photo?

How might Sami feel about being asked to send the photo?

How could Sami respond?

Sami has decided not to send the photo.

How could Sami respond to the request?

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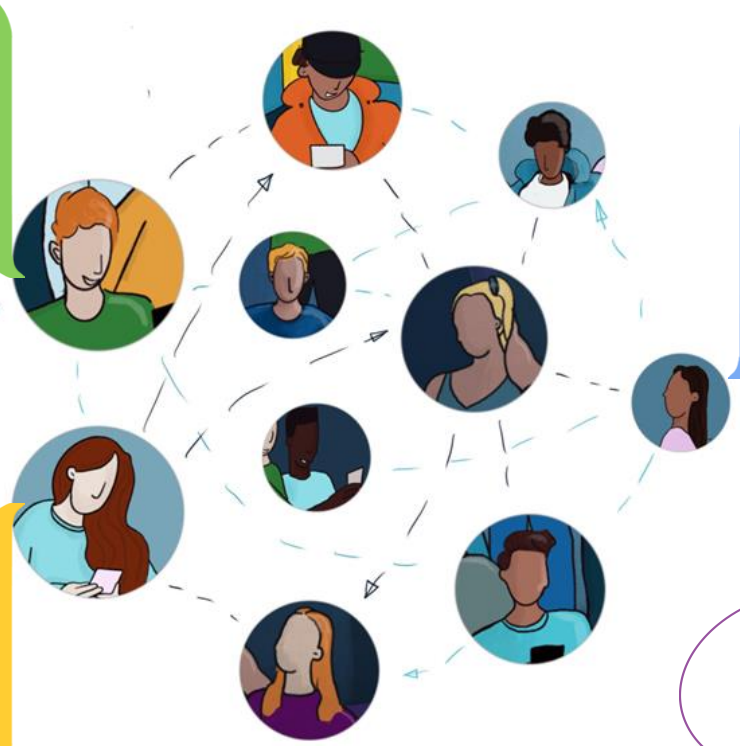
Group Rules

Sami's friendship group have recently become concerned about image sharing, and what is okay and not okay to share. They have decided to come up with a set of rules about what they will share, and how they will share photos amongst themselves. They would like to hear suggestions from you. What do you think their rules should be?

We need some rules for sharing



We're concerned about image sharing

What is ok to share, and what isn't?

What do you think their rules should be?

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Group Rules

Choose one of these scenarios to offer help and advice about.

I've shared something that I wish I hadn't and now I'm really worried about getting into trouble and it's making me feel sick all the time. What can I do??

They're getting angry with me for not sending the photo. Should I send it?

OMG, they sent me a snap of them in their underwear. Help!!

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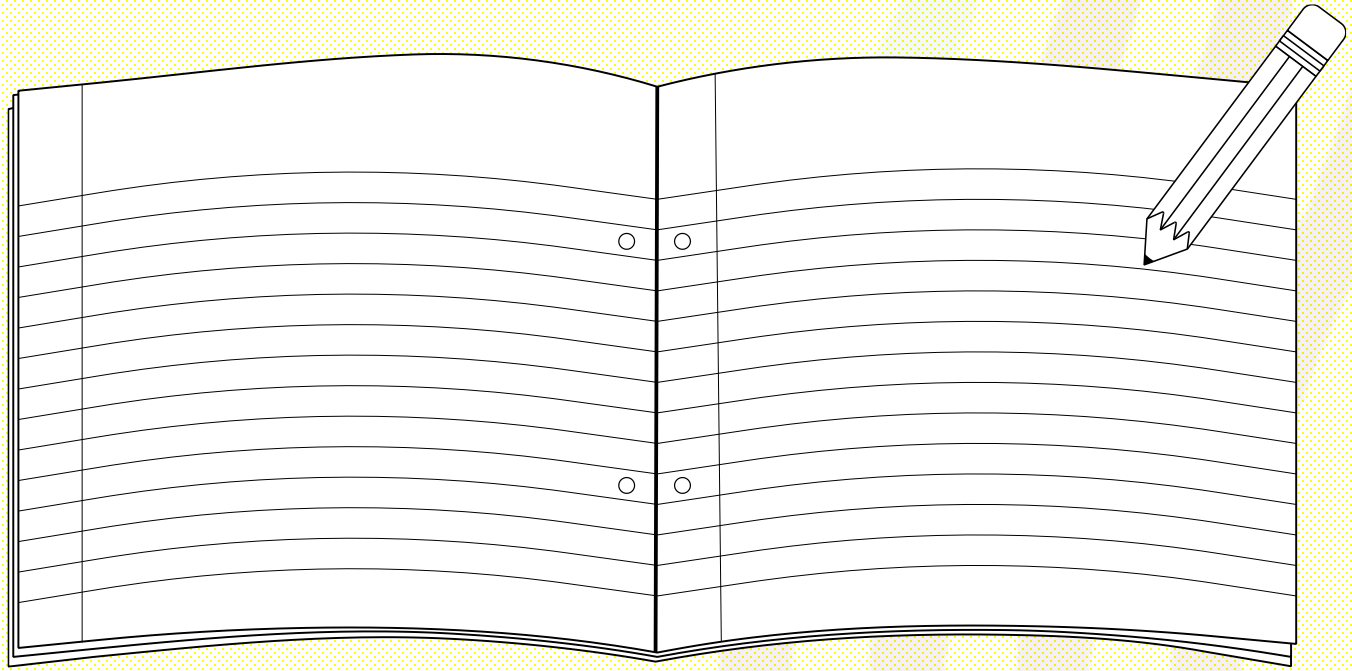
More activities

Like some children, some adults like to share photos and images online. And like some children, some adults do not share – either is okay.

What do you think is important for adults to know about before they share an image? **Write a Top Tips list** for them, so they can follow safety rules for image sharing.



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Lesson 3

Checking for Understanding

P.S.H.E.

1. What does 'risky' mean?

2. Can things you share online be deleted?

3. Explain one safe choice you can make before sharing.

4. Name 5 trusted adults from different places.

Lesson Four

Lesson 4

Purpose: to learn how to prevent germs spreading and causing illness

P.S.H.E.

- Daily Review
- Vocabulary
- New information (reading)
- Guided/ independent tasks
- Checking for understanding

Lesson 4

Review

P.S.H.E.

1. What does it mean to be healthy?

2. How do diseases spread?

3. Name some ways you look after your body.

4. Who helps when we are unwell?

Lesson 4

Vocabulary

P.S.H.E.

recognise

vaccination

prevent

hygiene

New information

Purpose: to learn how to prevent germs spreading and causing illness

P.S.H.E.

Staying Healthy

Our bodies give us clues when something is wrong. Feeling very tired, having a fever, coughing a lot, or having a headache can be early signs of illness. If we recognise these signs early and tell a trusted adult, we can get help sooner.

Germs are tiny living things that can make people ill. They spread easily through touch, sneezing, coughing and dirty hands. Good hygiene, especially washing our hands properly with soap, helps prevent germs from spreading to others.

In the past, many people became very ill from diseases we rarely worry about today. During Victorian times, scientists discovered that vaccinations could protect people from deadly illnesses like smallpox. Vaccinations help our immune system learn how to fight diseases, keeping individuals and communities safer.

Watch: How to wash your hands - NHS

New information

Purpose: to learn how to prevent germs spreading and causing illness

P.S.H.E.

Closed questions (pairs):
•Name one early sign of illness.
•How do germs spread?
•What does handwashing prevent?
Open questions (small groups):
•Why might it be important to notice illness early?
•How would life be different today without vaccinations?
•Why was vaccination such an important discovery in Victorian times?
Whole-class discussion:
•How do our actions affect other people's health?

Task

P.S.H.E.

Purpose: to learn how to prevent germs spreading and causing illness

Draw & Label

Draw a pair of hands and label:

- Where germs might be
- What helps remove them

Working Wall

P.S.H.E.

Handwashing steps

Lesson 4

Checking for Understanding

P.S.H.E.

1. What are early signs of illness?

2. How does handwashing help protect others?

3. What does 'prevent' mean?

4. Why are vaccinations important?

Lesson Five

Lesson 5

Purpose:

P.S.H.E.

- Daily Review
- Vocabulary
- New information (reading)
- Guided/ independent tasks
- Checking for understanding

Lesson 5

Review

P.S.H.E.

1. Last lesson

2. Last unit

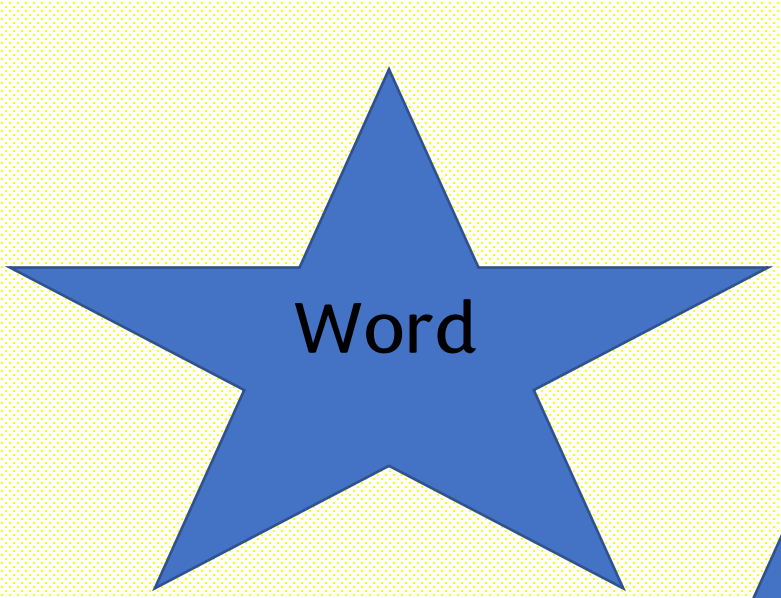
3. Last term

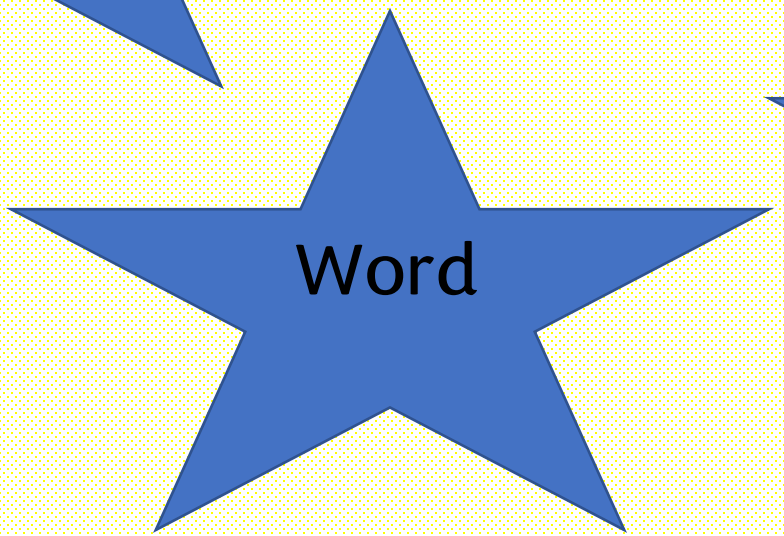
4. Last year

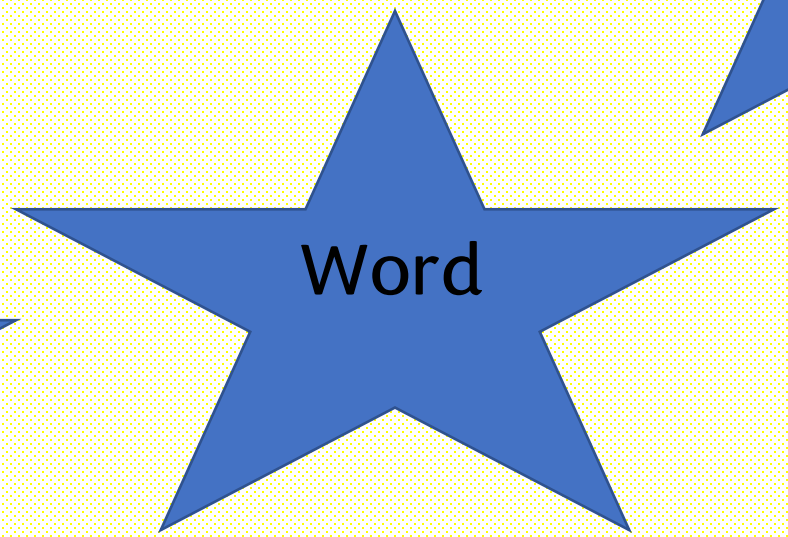
Lesson 5

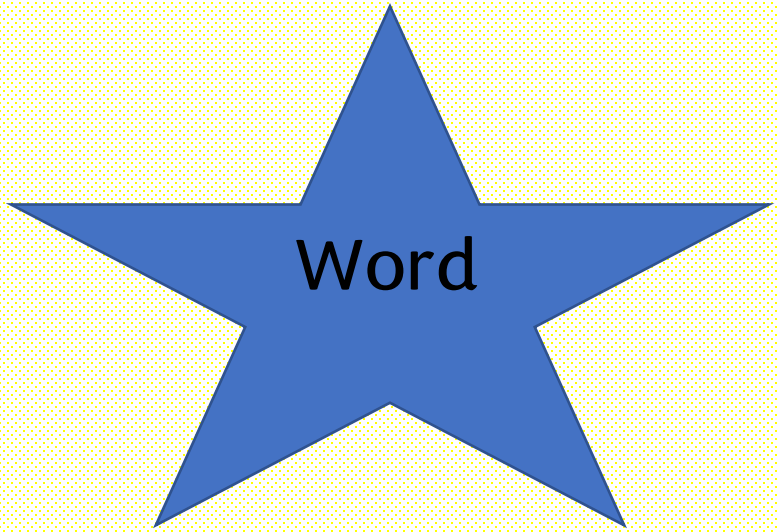
Vocabulary

P.S.H.E.









New information

P.S.H.E.

Purpose:

Task

P.S.H.E.

Purpose:

Challenge

P.S.H.E.

Lesson 5

Checking for Understanding

P.S.H.E.

1. x

2. x

3. x

4. x

Lesson Six

Lesson 6

Purpose:

P.S.H.E.

- Daily Review
- Vocabulary
- New information (reading)
- Guided/ independent tasks
- Checking for understanding

Lesson 6

Review

P.S.H.E.

1. Last lesson

2. Last unit

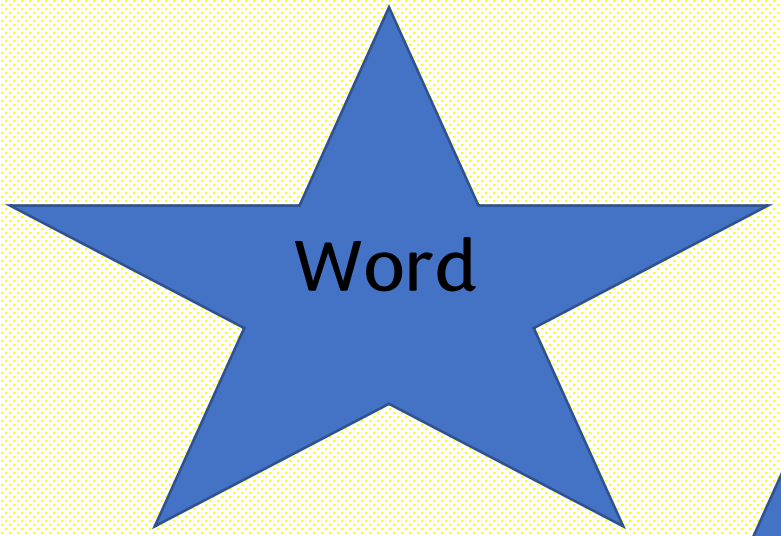
3. Last term

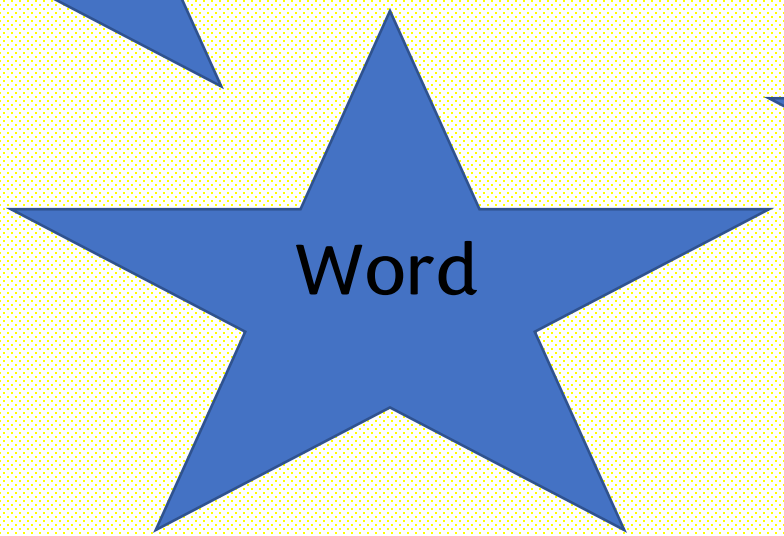
4. Last year

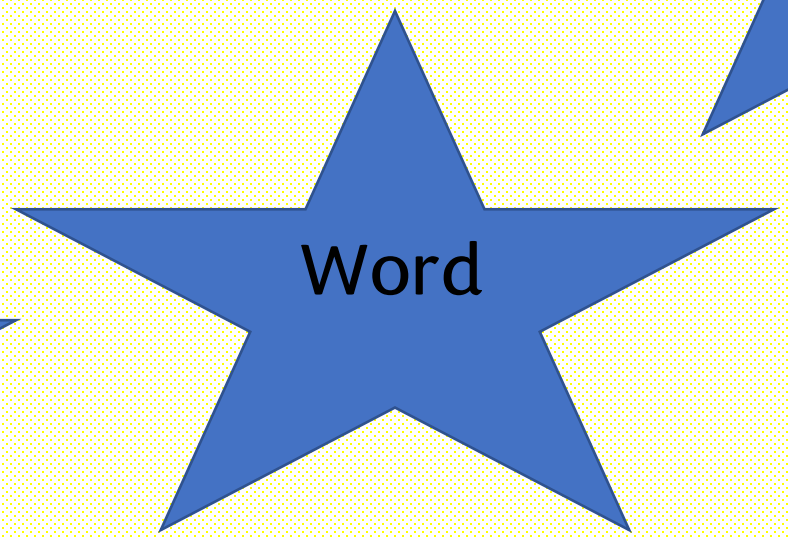
Lesson 6

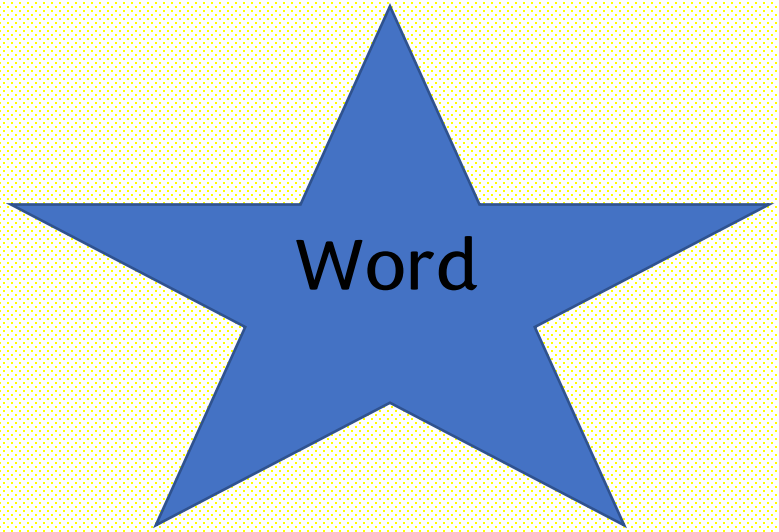
Vocabulary

P.S.H.E.









New information

P.S.H.E.

Purpose:

Task

P.S.H.E.

Purpose:

Challenge

P.S.H.E.

Lesson 6

Checking for Understanding

P.S.H.E.

1. x

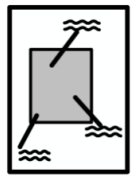
2. x

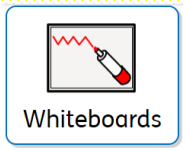
3. x

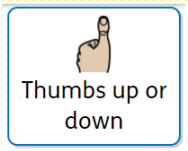
4. x

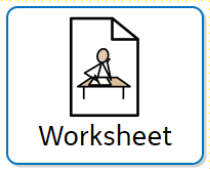
Common visuals to add to slides as needed

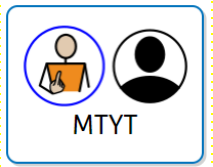
Add copiable widgits for task types, resources
Add Tiny from WRM

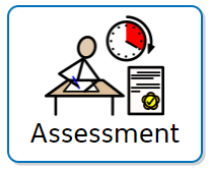


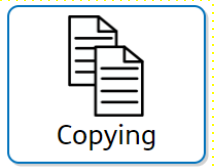


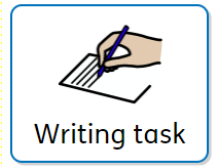


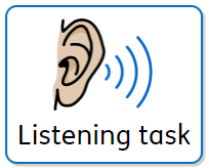


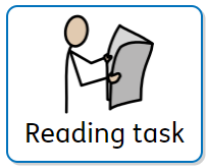


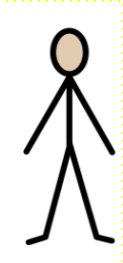


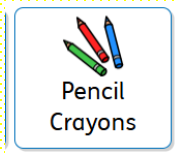


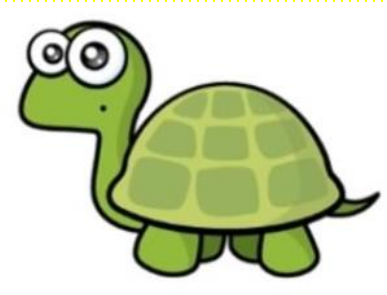






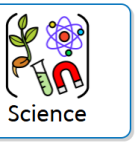






Religious Education

Design Technology


Science

Geography

listening

thinking

Music

History

Art

Circle Time

P.S.H.E.

sit on carpet

sit on chair

hand up