

Coulson CofE

Wellbeing Themes – Spring Term



<u>Wellbeing Spring Term</u>	1.1	1.3	1.5	2.1	2.3	2.5
Whole School Theme	What/who helps me to keep safe?	How do I keep myself safe? <i>*Link to independence and responsibility</i>	Keeping Safe Week	How can we look after other living things?	What effect do we have on our environment?	How can we look after our environment? <i>School based project e.g. gardening, making items out of recycled materials</i>
Year 1 Computing PE Science	<p>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p>	<p>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>how to respond safely to adults they don't know</p> <p>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p><i>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with</i></p>	<p>how people and animals need to be looked after and cared for</p>	<p>what can harm the local and global environment</p>	<p>how they can take small steps to protect the environment around them</p>

			underwear are private			
Year 2 Computing PE Science	<p>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)</p> <p>how to tell a <u>trusted adult</u> if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>	<p>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</p>	<p>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p>	<p>how people need to be cared for</p>	<p>what can harm the local and global environment</p>	<p>how they can take small steps to protect the environment around them</p>
Year 3 Computing PE	<p>how to react and respond if there is an accident and how to deal with minor injuries e.g.</p>	<p>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep</p>	<p>that their body belongs to them and should not be hurt or touched without their permission; what to do and who</p>	<p>how people within families should care for each other and the different ways they demonstrate this</p>	<p>how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use</p>	<p>how they can take small steps to protect the environment around them</p>

Science	<p>scratches, grazes, burns</p> <p>what to do in an emergency, including calling for help and speaking to the emergency services</p>	<p>themselves (or others) safe</p> <p>how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p>	<p>to tell if they feel uncomfortable</p> <p>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)</p>	<p>how to carry out personal responsibilities in a caring and compassionate way</p>	<p>plastics, giving to charity)</p>	
<p>Year 4</p> <p>Computing</p> <p>PE</p> <p>Science</p>	<p>that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>	<p>how to recognise, predict, assess and manage risk in different situations</p> <p>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)</p>	<p>about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</p>	<p>how to show care and concern for others (people and animals)</p> <p>about the relationship between rights and responsibilities</p> <p>the rights that children have and why it is important to protect these</p>	<p>how people have a shared responsibility to help protect the world around them</p> <p>how everyday choices can affect the environment</p> <p>how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use</p>	<p>how they can take small steps to protect the environment around them</p>

					plastics, giving to charity)	
Year 5	how to deal with common injuries using basic first aid techniques	to identify when situations are becoming risky, unsafe or an emergency	to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations	how to show compassion for the environment, animals and other living things	the importance of protecting the environment and how everyday actions can either support or damage it	how they can take small steps to protect the environment around them
Computing						
PE	how to respond in an emergency, including when and how to contact different emergency services	to identify occasions where they can help take responsibility for their own safety	how to ask for, give and not give permission for physical contact	about how resources are allocated and the effect this has on individuals, communities and the environment	about the way that money is spent and how it affects the environment	
Science		to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour	how it feels in a person's mind and body when they are uncomfortable		to express their own opinions about their responsibility towards the environment	
			that it is never someone's fault if they have experienced unacceptable contact			

			<p>how to respond to unwanted or unacceptable physical contact</p> <p>that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p> <p>whom to tell if they are concerned about unwanted physical contact</p>			
<p>Year 6</p> <p>Computing</p> <p>PE</p> <p>Science</p>	<p>how to protect personal information online</p> <p>what to do if they take, share or come</p>	<p>to identify potential risks of personal information being misused strategies for dealing with requests for personal</p>	<p>what consent means and how to seek and give/not give permission in different situations</p>	<p>how to show compassion for the environment, animals and other living things</p>	<p>the importance of protecting the environment and how everyday actions can either support or damage it</p>	<p>how they can take small steps to protect the environment around them</p>

	<p>across an image which may upset, hurt or embarrass them or others</p> <p>how to report the misuse of personal information or sharing of upsetting content/ images online</p>	<p>information or images of themselves</p> <p>to identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p>		<p>about how resources are allocated and the effect this has on individuals, communities and the environment</p>	<p>about the way that money is spent and how it affects the environment</p> <p>to express their own opinions about their responsibility towards the environment</p>	