

National Statutory Requirements

(DFE Statutory Guidance on Health Education and Relationship Education)

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Series of Lessons

- Respond safely and appropriately to people we encounter.
- Understand the importance of good road safety.
- Understand the importance of privacy.

Outcomes are regularly addressed through conversations between class teachers, LSA's and the children, assemblies and other PDL units including 'Shared Responsibilities'

PSHE



Staying Safe – Year 3

Unit Outcomes

In this unit of work, pupils learn:

- about trusted people and everyone's right to be treated with respect
- how to respond safely to adults they may encounter whom they do not know
- to give/not give and seek permission in different situations
- about privacy, boundaries and when to keep or share secrets
- how to manage pressure to say or do something that makes them worried or uncomfortable
- when, where and how to get help

Progression of Skills

(PSHE ASSOCIATION PROGRAMME OF STUDY 2020)

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R&R and Herne Harmony Values

Article 16, Article 34, Article 35

Respect, Honesty, Independence

Vocabulary

Respond, Privacy, Boundaries, Permission, Consent, Pressure, Trusted, Respect, Personal

Resources

Flipcharts, Worksheets on system, Baseline Assessments, Resources on system. 'Clever Never Goes' & 'NSPCC'