

YEAR 1 UNIT 4: Living in the Wider World

Purpose: To understand how to stay safe

Enquiry Question: How can we stay online?

Related Units:

RECEPTION – Living in the Wider World (Spring)

Year 2: How can we stay safe online and at home?

Unit overview	Vocabulary	Knowledge, Skills and Concepts
National Curriculum ◦ A6: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ◦ C1: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ◦ C3: the conventions of courtesy and manners. ◦ C7: what a stereotype is, and how stereotypes can be unfair, negative or destructive. ◦ D1: that people sometimes behave differently online, including by pretending to be someone they are not. ◦ D2: that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ◦ D3: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ◦ D4: how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ◦ D5: how information and data is shared and used online. ◦ E1: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ◦ E2: 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.	• Wants • needs • Self confidence • Feeling safe • Good secrets • Bad secrets • Trust • Personal information •	In this unit, pupils are learning (lesson 7-12): • To understand what personal information is(Links to online safety/Safer Internet Day) • To know who and where make me feel safe • To know how my classroom keeps me safe • To identify how to keep safe at home • To understand ‘bad’ secrets

◦ E3: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ◦ E4: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ◦ E5: how to recognise and report feelings of being unsafe or feeling bad about any adult. ◦ E6: how to ask for advice or help for themselves or others, and to keep trying until they are heard. ◦ E7: how to report concerns or abuse, and the vocabulary and confidence needed to do so. ◦ E8: where to get advice e.g. family, school and/or other sources. ◦ F5: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ◦ G1: that for most people the internet is an integral part of life and has many benefits. ◦ G2: about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ◦ G3: how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ◦ G7: where and how to report concerns and get support with issues online. L1: how to make a clear and efficient call to emergency services if necessary.		
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Related Books/Resources	Whole School/Community Links	Assessment Opportunities
Updated Ealing PSHE SoW > Short Term Planning > Spring > Year 1 - Suggested lesson slides - Suggested resources - Assessment opportunity resources - Use BBC bitesize videos on mental health as additional activities https://www.youtube.com/bbcteach Safer Internet Day materials released annually online around 6-8 weeks before Safer Internet Day. https://www.saferinternetday.org/web/sid/home	LEPS Links - MindUp - Zones of regulation - Worry boxes <u>School Council</u> - Collective worship School Council Pupils in Years 1-6 are involved in fortnightly whole class meetings in which they discuss, collaborate and vote on initiatives related to the school as well as local/global charities to support. Safer Internet Day - Lessons 7 and 8 - Also taught during Computing External Links and Themed Weeks - Fair Trade Fortnight - International Women's Day - NSPCC Speak out Stay Safe - Careers Day - Invite Fire Brigade, Police, Ambulance - Collect for Ealing Foodbank Parent, professional and community visitors to be discussed with member of PSHE Intent Team and SLT.	<u>Assessment:</u> - What is personal information? - Who makes you feel safe and where are your safe places? - Why do you feel safe in your classroom and at home? - What are 'bad' secrets? <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.