



Year 4: Being safe

Subject Specific Vocabulary		Sticky Knowledge	How you can support your child at home
Informed	Making a decision based on an understanding of the facts / a situation.	- I can make an informed choice. - I can recognise, predict and assess risks. - I can tell you about how I am independent. - I can tell you about my responsibilities. - I can tell you about how I keep myself safe. - I can tell you about the rules which keep me safe. - I can tell you where and how I could get help if I needed it. - I can tell you three ways in which I can keep myself physically	Book: Not Now Bernard by David McKee https://www.youtube.com/watch?v=cNZFL_2TDOo Remind the children about the importance of being able to tell an adult something important. What strategies could we use when we need to tell someone something? How could we be better listeners? <u>Other activities to do at home:</u> - Discuss the green cross code. www.think.direct.gov.uk/education/early-years-andprimary/teachers/upper-primary/lesson-ideas/careful-crossing/ Why is it so important? Which hazards can you identify? What are the rules to keep you safe? How will knowing these rules keep you safe and allow you to become more independent? - Discuss the 'pants are private' NSPCC underwear rule. www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/underwear-rule/underwear-rule-schools-teachingresources/
Choices	An act of choosing between two or more possibilities.		
Risk	A situation involving an exposure to danger, harm or loss.		
Independence	The state of being independent. No need to rely on others.		
Safe	Protected from / not exposed to danger or risk; not likely to be harmed or lost.		
Help	make it easier or possible for (someone) to do something by offering one's services or resources.		
Physically	in a manner relating to the body as opposed to the mind.		
Emotionally	in a way that relates to a person's emotions (intense feelings).		
Protecting	keep safe from harm or injury.		
Responsible	having an obligation to do something, or having control over or care for someone, as part of one's job or role.		

Curriculum overview:

This unit focuses on the core theme 'Health and Well-Being'

Throughout this topic, the children will consolidate their learning from previous learning. They will learn about how to make informed choices; explore how to recognise, predict and assess risks in different situations; understand that increased independence brings increased responsibility to keep themselves safe; understand that rules can keep them safe; identify where and how to get help; develop strategies for keeping physically and emotionally safe in different situations; understand the importance of protecting information particularly online; and understand how to become digitally responsible.

and emotionally safe in different situations.

- I can tell you about internet safety and the importance of protecting my information.
- I can tell you how I am being digitally responsible.

- Make a brainstorm with the word 'consent' in the middle. What does consent mean? Can anyone give you a hug or a kiss if they want to? Can family members always show you affection even if you don't feel comfortable?
- Make a brainstorm of all the ways the children enjoy to use technology. What are the possible risks to look out for? What are the safety rules? How do we stay SMART?
www.childnet.com/resources/the-adventures-of-kara-winstonand-the-smart-crew/chapter3