


Subject:	SCRAF - PSHE Keeping Safe 	
Class: T1 (Nurture)	Teacher: Sukhi Lall	Term: 3
<p>Key Vocabulary: Personal Safety Safety - being protected from harm Risk - a chance of danger or harm. Danger - something that could cause harm. Accident - an unplanned event causing injury. Hazard - something that can cause harm. Health and Wellbeing. Healthy - being well physically and mentally. Illness - being unwell or sick. Injury - physical harm to the body. First aid - help given to someone hurt or ill. Relationships and Boundaries. Boundary - a limit to what is acceptable behavior. Consent - giving permission for something to happen. Bullying - repeated hurtful behavior towards someone. Harassment - unwanted or aggressive behavior</p> <p>Online Safety. Cyber safety - being safe online. Personal information - private details about yourself. Password - a secret word or code to protect accounts Phishing - tricking someone online to steal information</p> <p>Emergency and Support. Emergency - a serious, urgent situation. Help - support when in danger or difficulty. Trusted adult - an adult you can rely on for safety Report - telling someone about a problem or danger</p>	Alternative Learning Environments	Resources: SCRAF RESOURCES Downable activity sheet linked to each lesson. Videos/stories on diversity and inclusion Worksheets on stereotypes and empathy Materials for poster creation Assessment & Evaluation Formative: Class discussions, reflections, exit tickets Summative: Poster, diary entry, or presentation

Unit Aim: The key aims of the PSHE "Keeping Safe" unit are to help learners understand how to protect themselves in different situations, both offline and online. The unit focuses on raising awareness of risks, hazards, and dangers, and teaching strategies to respond safely. It also emphasizes the importance of personal boundaries, consent, and respectful relationships, while helping learners identify trusted adults and know how to seek help in emergencies. Overall, the unit aims to build learners' confidence, responsibility, and decision-making skills to promote safe and positive behavior.

Prior Learning Learners may already have a basic understanding of personal safety, such as following rules at home and school, recognizing safe and unsafe situations, and knowing who to ask for help. They may have learned simple concepts about health, hygiene, emotions, and appropriate behavior in different settings.

Future Learning: Learners will build on this foundation by exploring more complex aspects of safety, including online safety, cyberbullying, consent, and first aid. They will develop skills to assess risks, make informed decisions, and take responsibility for their own safety and the safety of others. This learning will support future topics in PSHE, citizenship, relationships, and health education.

Unit Expectations

All learners will: Understand basic safety rules at home, school, and online. Identify trusted adults and know how to ask for help.

- Recognize safe and unsafe situations.

Some learners will: Explain strategies to manage risks and hazards. Demonstrate knowledge of personal boundaries, consent, and respectful behavior. Describe ways to stay safe online and protect personal information.

A few learners will: Analyze more complex safety scenarios and suggest appropriate responses. Advocate for safe practices among peers. Apply problem-solving and decision-making skills to prevent accidents or unsafe situations.

Links with other subjects:

Personal, Social, Health and Economic Education (PSHE): Citizenship: Computing / Online Safety:
Physical Education (PE): English / Literacy:

Week	
1	<p>Lesson Objective</p> <ul style="list-style-type: none"> • Define the terms wellbeing and social media; • Outline a range of strategies to improve wellbeing (including how to use social media responsibly); • Explain the importance of balance in online and offline activities. <p>Activities</p> <p>Lesson plan instructions are on the notes under each slide of the PowerPoint.</p> <ul style="list-style-type: none"> • Access the lesson plan. • Link to film clip -also embedded in PPT (4mins 30secs) <p>The main aims of this lesson are to enable pupils to explore what social media and wellbeing mean, how social media could have an impact on their wellbeing, and what actions they can take, both online and offline, to promote their own wellbeing.</p>
2	<p>Lesson Objective</p> <ul style="list-style-type: none"> • Identify and describe the different types of advertising used by companies in social media environments • Understand why they see advertising on social media sites <p>Activities:</p> <p>Encourage students to think more about:</p> <ul style="list-style-type: none"> • The types of social media available to them • The advertising they are seeing on them, and how to manage it • Their relationship with social media sites, their sponsors and advertisers • The business models that allow them to access social media services for free, or at very low cost <p>Access the lesson and related resources</p>

There are four lesson plans provided along with supporting slides. To access lesson 2 'Why is there advertising on social media?' which can be found on page 11 of the Teachers Notes, and supporting resources, you'll need to register and then download [the Media Smart Social Media Resources](#).

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Lesson Objective

- Understand what consent means and why it's so important
- Recognise when someone is consenting and when they are not
- Understand how consent is sought, given and not given in a healthy relationship
- Know what to say and do to seek the consent of another person

Activities

characteristics of positive and healthy friendships (in all contexts, including online) including:

- trust
- respect
- honesty
- kindness
- generosity
- boundaries
- privacy
- consent.

It also explores how people can actively communicate and recognise consent given by others - including sexual consent - and how and when consent can be withdrawn.

Activities 1 and 2

Plenary

4	<p>Lesson Objectives:</p> <ul style="list-style-type: none">• Explain the factors that influence decisions about what film and online content is appropriate for young people• Describe or demonstrate how to respond to pressure to watch something that makes someone feel uncomfortable• Explain where and how to get help or advice about films and online content <p>Activities</p> <p>Experiences children have as they grow up and move on to secondary school, and the increased accessibility of online content.</p> <p>The resource includes three lesson plans, a comprehensive teaching guide, and extension activities allowing pupils to explore areas such as:</p> <ul style="list-style-type: none">• Representations of sex and relationships in films on and offline• Decision making and peer influence• How and why age ratings are given to films and other content• How the BBFC reflect public and teenager views when making those decisions
5	<p>Lesson Objectives:</p> <ul style="list-style-type: none">• Assess and evaluate their current knowledge, beliefs and attitudes regarding substance use• Describe the effects of caffeine consumption• Explain the risks associated with caffeine consumption• Evaluate strategies to reduce caffeine consumption <p>Activities</p> <p>1 'Understanding Drugs' you'll need three resources:</p> <ol style="list-style-type: none">1. Teacher guidance*2. The lesson plan 'Understanding Drugs' is on page 3 of the lesson plan download

	<p>3. Evidence Review</p> <p>Download all 3 resources, here.</p> <p>*Please make sure to read the guidance first before teaching the lesson. Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme. The main aims of this lesson are to learn about substance use and the risks and effects of caffeine consumption.</p>
6	<p>Lesson Objective</p> <ul style="list-style-type: none"> • Identify a range of risks related to tobacco and e-cigarette use • Analyse a range of potential influences on young people to smoke • Demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes <p>Activities</p> <p>Tobacco - risks and influences' you'll need three resources:</p> <ol style="list-style-type: none"> 1. Teacher guidance* 2. The lesson plan 'Tobacco - risks and influences' is on page 8 of the lesson plan download 3. Evidence Review <p>Download all 3 resources, here.</p> <p>*Please make sure to read the guidance first before teaching the lesson. Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.</p>
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