

**Pioneer Federation**  
**PSHE**  
**MTP Cycle 1 Term 4 Y1/2**



Subject: <b>PSHE – Keeping Safe (Healthy Me)</b>	
Key Concept/ Theme:	
Prior Learning links: <b>Previous years sequence recognising how to keep safe.</b>	
Vocabulary: <b>See vocabulary linked to individual lessons.</b>	
School specific areas to cover (Add in any local areas of study, trips and people) <b>The essential skills builder of speaking, listening, staying positive and problem solving all support this topic</b>	
1.	<p><b>Prior learning reconnection (year group, cycle &amp; term): see MTP Cycle 2 T2</b></p> <p><b>Deeper learning question – How can we be safe when we are taking medicines?</b></p> <p><b>LO:</b> Can I understand what medicines do?</p> <p><b>Vocabulary –</b> sleep, medicines, safety</p> <p><b>Activity/lesson slides –</b> <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-picnic-">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-picnic-</a></p>
2.	<p><b>Prior learning reconnection (year group, cycle &amp; term): see MTP Cycle 2 T2</b></p> <p><b>Deeper learning question –Can I suggest actions for dealing with situations that are unsafe?</b></p> <p><b>LO:</b> Can I acknowledge times when I feel safe/unsafe?</p> <p><b>Vocabulary –</b> feelings, Worried, scared, nervous, support, unsafe</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-safe-would-you-feel">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-safe-would-you-feel</a></p>
3	<p><b>Prior learning reconnection (year group, cycle &amp; term): see MTP Cycle 2 T2</b></p> <p><b>Deeper learning question –</b> What makes me feel completely safe?</p> <p><b>LO:</b> Can I identify situations in which I would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell'?</p>

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	<p><b>Vocabulary</b> – safe, unsafe, feelings, getting help</p> <p><b>Activity/lesson slides</b> – <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-should-harold-say">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-should-harold-say</a></p>
4	<p><b>Prior learning reconnection (year group, cycle &amp; term):</b> see MTP Cycle 2 T2</p> <p><b>Deeper learning question</b> – Can I Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation?</p> <p><b>LO:</b> Can I say what makes me feel comfortable and uncomfortable?</p> <p><b>Vocabulary</b> – feelings, touch</p> <p><b>Activity/lesson slides</b> – <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-dont-like-that-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-dont-like-that-1</a></p>
5	<p><b>Prior learning reconnection (year group, cycle &amp; term):</b> see MTP Cycle 2 T2</p> <p><b>Deeper learning question</b> - Who are the trusted adults that I can talk to?</p> <p><b>LO:</b> Can I recognise that some touches are not fun?</p> <p><b>Vocabulary</b> – touch, hurt</p> <p><b>Activity/lesson slides</b> – <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fun-or-not">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fun-or-not</a></p>
6	<p><b>Prior learning reconnection (year group, cycle &amp; term):</b> see MTP Cycle 2 T2</p> <p><b>Deeper learning question</b> – Do I know the importance of telling a secret, (that makes me feel uncomfortable) to someone that I trust?</p> <p><b>LO:</b> Can I recognise safe secrets and unsafe secrets?</p> <p><b>Vocabulary</b> – surprise, secret, unsafe, safe, tell</p>

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<b>End Points:</b>			
Reflections for this unit			
<ul style="list-style-type: none"><li>• What sorts of secrets/surprises are ok to keep?</li><li>• Who can we talk to if something is bothering us or making us feel worried?</li><li>• How can we get help from an adult?</li></ul>			
<b><u>Assessment</u></b>	<b>Working Towards</b>	<b>Expected</b>	<b>Greater Depth</b>
<b>Evaluation:</b> What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. <b>Plan in time to revisit gaps within units, determined by the quizzes.</b>			
<ul style="list-style-type: none"><li>• <b>Download and complete this impact review for your class on this topic area.</b></li></ul>			