

1decision PSHE Knowledge Organiser

Module: Keeping/Staying Safe

Topic: Baseline Assessment and Cycle Safety

Years
4-6

Key Facts

- Families are important for children growing up because they can give love, security and stability
- It is important to respond safely and appropriately to people who you do not know very well

By the end of these topics, I should:

- identify strategies we can use to keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident
- identify what is a risky choice
- create a set of rules for and identify ways of keeping safe

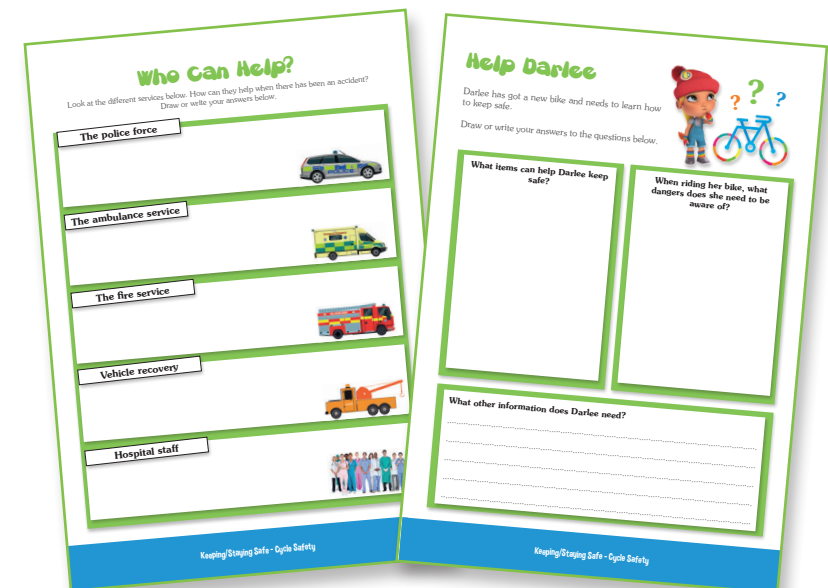
Ask me a question!

- How can we keep safe at home, at school, and in the community?
- How can we stay safe when riding a bike?



I will learn the following new words/phrases:

Statement	Something someone says or writes officially.
Opinion	A thought or belief about someone or something. An opinion is not necessarily based on facts.
Fact	Something known or proved to be true.
Strategies	A plan put in place to achieve a goal.
Junction	A point where two or more things are joined.
Cycle safety	The use of road traffic safety practices to reduce risk associated with cycling.



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Module: Keeping/Staying Safe

Topic: Peer Pressure and Adults' & Children's Views



Years
4-6

Key Facts

- It is important to recognise who to trust and who not to trust and to be able to judge when a friendship is making you feel unhappy or uncomfortable
- The characteristics of friendships include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

By the end of these topics, I should:

- identify strategies we can use to keep ourselves and others safe
- recognise ways to manage peer pressure
- explain the potential outcomes that may happen when we take risks
- recognise the impact and possible consequences of an accident or incident

Ask me a question!

- What is peer pressure?
- How could you help someone who is feeling pressured to do something?
- Who could you talk to if you felt pressured to do something?

I will learn the following new words/phrases:

Peer Pressure	When a friend or someone you know influences you to do something you do not feel comfortable with.
Encourage	To give hope, confidence, or support to someone.
Risk	The possibility that something unpleasant or dangerous will happen.
Risk assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.
Support network	The people in your life that help you achieve your personal and professional goals.

Managing Peer Pressure

Imagine your friends are trying to encourage you to do something you really don't feel comfortable with. What can you say or do to say no?

If you are out playing, give a reason to go home

Can you think of any more ideas?

My Risk Assessment

Read the scenarios below and answer the questions. Circle the level of risk by colouring in the traffic light.

Scenario	Is there a risk?	What is the risk?	Who could get hurt?	What action could they take to make sure there is a positive outcome?
1 Jack and Jem are playing football in the park. Jack is running very fast and is about to kick the ball.	Red = High risk Amber = Low risk Green = No risk			
2 Carmy has forgotten her homework. She is late for school and she knows it is a good idea to copy it from the teacher's desk.	Red = High risk Amber = Low risk Green = No risk			
3 Oliver wants to have a competition with his friends to see who can throw a ball off the bridge and hit a car.	Red = High risk Amber = Low risk Green = No risk			

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Module: Keeping/Staying Safe

Topic: Water Safety and Summative Assessment



Years
4-6

Key Facts

- It is important to recognise who to trust and who not to trust and to be able to judge when a friendship is making you feel unhappy or uncomfortable
- It is important to understand how to ask for advice or help for yourself or others, and to keep trying until you are heard
- There are many places to seek advice, e.g. family, school and/or other sources

By the end of these topics, I should:

- identify a range of danger signs
- develop and name strategies that can help keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident

I will learn the following new words/phrases:

Danger	<i>Likely to cause harm or injury. Something that is not safe.</i>
Consequences	<i>A result or effect, often one that is unpleasant.</i>
Water safety	<i>The procedures, precautions and policies associated with safety in, on, and around bodies of water</i>
Water pollution	<i>When harmful substances contaminate a stream, river, lake, ocean.</i>
Hidden currents	<i>A constant flow of water in the ocean.</i>
Warning flags	<i>A flag used to identify or draw attention to a problem or issue to be dealt with.</i>

Ask me a question!

- Why should we take notice of warning/danger signs?
- How can we keep safe at home, at school, and in the community?
- How can we stay safe around open water, such as a river or a lake?

