

Learning Objective: To keep myself safe.		Learning Outcomes: <ul style="list-style-type: none"> To understand what safety means. How to respond safely to adults. People within the community that keep us safe. How to ask for help when feeling unsafe. Developing resilience and knowing the different ways we can ask for support. Medicines and Vaccines Thinking Skills: <ul style="list-style-type: none"> I can share views respectfully I can give responses for ideas with evidence or examples I can agree or disagree respectfully I can connect my idea to another idea <i>Reach2 Touchstone – Inspiration</i>
Vocabulary: Safe Safety Unsafe Accident Hurt Vaccination Medicine Immunisation		
Suggested Lessons	Aims of Sessions:	Content:
	Recap of prior learning:	
1	<i>Making sense of their physical world.</i> <i>Opportunities to explore the world around them.</i>	L.O. To understand what safety means. Skills Focus: I can connect my idea to another idea. Display the word 'safe' on the board and ask children what they think that means. Can they give any examples? Provide props like bicycle helmet, lollypop to help cross the road, hosepipe, fire alarm, life jacket/arm bands etc – ask how this keeps you safe. Ask children why it is important that we are safe. Get them to relate/reflect on the different prompts provided during the first discussion. Pick out different things that are done round the school to keep the children safe e.g. Why do we not run in school? Why do we freeze at the end of break/lunch? Why do we practice fire drills? Children to come up with a list of different things they need to learn in order to be safe. Children can add to their goals that they set previous half term/term e.g., goal is to learn how to ride a bike. Adapt to learn how to ride a bike while wearing a helmet. If goal cannot be adapted, children can come up with an additional/new goal that relates to being safe.

2		<p>L.O. How to respond safely to adults.</p> <p>Skills Focus: I can share my views respectfully.</p> <p>Display the word 'trust' and ask children what it means. Explain that there are some adults you can trust and some adults that you cannot trust. Those adults that you can trust are typically adults that you know. Can they name any of those types of adults? E.g. teacher, parents, aunty etc. Make note of suggestions on the board.</p> <p>Extend the list of people by discussing why we can trust police officers, doctors and link to while on school trips who we can trust when we get lost e.g. shopkeepers, someone who works in the museum etc. Someone who is in a uniform, position of authority etc.</p> <p>Explain why there are some adults that we cannot trust e.g. we can't tell someone random off the street where we live.</p> <p>Children to draw round their hands, on each finger children to complete the sentence starter: When I'm upset, I can trust... When I'm lost, I can trust... When I'm worried about something in school, I can trust... When someone is being mean, I can trust... When I am hurt, I can trust...</p> <p>Recap the importance of knowing the difference.</p>
3		<p>L.O. To recognise people within the community that keep us safe.</p> <p>Skills Focus: I can give reasons for my ideas with evidence/examples.</p> <p>Children to come up with a list of different people in the community that keep them safe. Extend thinking to who keeps you safe on a train? Train driver etc.</p> <p>Link back to Covid-19 – what people helped us stay safe when we were in lockdown. How are they continuing to keep us safe?</p> <p>Anyone who in the community keeps us safe is inspiring.</p> <p>Children to draw a picture of people who have helped them stay safe and write a couple of sentences on how they keep us safe.</p>
4		<p>L.O. To know how to ask for help when feeling unsafe.</p> <p>Skills Focus: I can give reasons for my ideas with evidence/examples. I can agree and disagree respectfully.</p> <p>Ask children what do they think being unsafe means, when might they feel unsafe and what would they do?</p>

		<p>Discuss the different organisations that help children feel safe e.g. Childline, NSPCC, 999. Talk about when we call these people and what's appropriate/not appropriate e.g., you don't call 999 if you've got a scratch on your leg.</p> <p>Potential workshop opportunity – have someone from Childline come in or a PCSO to speak to the children about feeling unsafe and what to do.</p> <p>Children given different scenarios and have to decide whether they would call Childline/NSPCC/999 or speak to their teacher or parents/carer.</p>
5		<p>L.O. To identify different ways we can ask for support.</p> <p>Skills Focus: I can share my views respectfully. I can connect my idea to another idea.</p> <p>Define resilience and what it means. Link to previous lessons e.g. setting goals and asking questions about your health. Make the point that if a child feels like they are not being heard, they shouldn't give up and should continue to ask for support from lots of people they trust. Relate back to lesson on who they can trust.</p> <p>Discuss the different problems that we might need support with e.g. being stuck on a question or being bullied. Talk about the difference and relate resilience. Some issues can be resolved easily/quicker and some issues may take time. However, don't give up on asking for support.</p> <p>Class to create a 'Worry Box'. When children need support, they can write down what's troubling them and post it into the 'Worry Box'. If already implemented in schools, discuss further, why it is important.</p> <p>Give children different scenarios and ask if they would go in the 'Worry Box' and get children to explain their reasons for their answer.</p> <p>Remind children, that if you've put something into the 'Worry Box', spoken to an adult you trust/can't speak to an adult you trust, go further and call Childline/NSPCC. Remind children that people are always there to support them no matter what. Remind children why we use 999.</p>
6	<p><i>Understanding the physical world around them.</i></p>	<p>L.O. To understand the importance of medicine and vaccinations</p> <p>Skills Focus: I can give reasons for my ideas with evidence/examples.</p> <p>Display the words medicine and vaccinations on the board and ask children what they think they mean. Ask children if they've ever had a vaccination or taken medicine. Do they remember why?</p> <p>Medicine safety – medicine usually comes in packaging that is difficult for children to access, that is how you know what is</p>

		<p>appropriate to eat/take and what is not. However, remind children they should never take/eat something unless an adult they trust has told them they can.</p> <p>Why do we take medicine or have vaccines? Relate to children's own experience e.g. inhalers, epi pens etc. Discuss why we shouldn't share medicines and basic safety of medicines.</p> <p>Children to make a short video for Reception children explaining what medicine and vaccinations are and how to be safe.</p>
Evidence for assessment will be from:		<ul style="list-style-type: none"> • Knowing how to stay safe and who can help me stay safe. • How to respond to adults safely • Knowing who and how to ask for support when feeling unsafe • Building resilience to confidently ask for help when feeling unsafe • Knowing when and what organisations can support me if I feel unsafe. • To understand and recognise why medicines and vaccinations are important • To understand the importance of using medicines safely.
Resources needed for project:		<p>Props like bicycle helmet, lollypop to help cross the road, hose pipe, fire alarm, life jacket/arm bands etc</p> <p>Different scenarios on feeling unsafe.</p> <p>Worry box and post-it notes</p> <p>Paper, pictures and colouring pencils to create posters etc</p> <p>iPad/video recorder</p> <p>Workshop opportunities.</p>
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.		<ol style="list-style-type: none"> 1. Explain the need for extra support to stay safe. 2. Include a reason to the activity e.g. When I'm upset, I can trust my mum because... 4. Explain their reasons. 6. Leadership role in recording video message
SEND:		<p>For each lesson, prompts, vocabulary and visuals used to support children.</p>