ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: What keeps us safe? TERM: Aut 2 YEAR GROUP: 3

THE BIG QUESTION	
What keeps us safe?	
END OF UNIT OUTCOME	Children to complete the table showing everything they know about the four areas: staying safe… at home, out and about, with medicines, using your voice.
OBJECTIVES	• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
CONCEPT: Achievement	
LESSON 1 QUESTION	**How do we stay safe at home and reduce hazards?**
KEY KNOWLEDGE	- Not all activities around the house are risky. Some activities are riskier than others e.g. balancing to reach something high up, games/online with age ratings, stairs, hot or sharp items, pets. - There maybe hazards around the house that pose a risk e.g. trip hazards, hot items such as the kettle, oven, hair straighteners, items not for children e.g. cleaning products, medicines. - We can reduce the risk of certain activities and hazards in various ways. We can always ask a trusted grown up to help.
RICH TASK	Establish ground rules as a class: openness, confidentiality, non-judgmental, right to pass, make no assumptions, listen to others, use appropriate language, ask questions. Introduce The Big Question – what do they already know? Show the four images – which is the odd one out and why? Risk Continuum – ask the children to order the scenarios from 'no risk' to 'most risky' Listen to the day in the life of Rhys. Chn to hold up a red card every time they hear a hazard. What could Rhys do to reduce the risk?

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SUPPORT AND CHALLENGE	S – remove the last four scenario cards C – rewrite one or more of the scenarios to make it less risky		
KEY VOCABULARY	Hazard Harm Injury Risk Strategy	**RESOURCES**	Flipchart Risk Continuum cards (resource 1 – PSHE Association) Red cards
LESSON 2 QUESTION	**How can we stay safe around household products and medicines?**		
KEY KNOWLEDGE	• Medicines and other products can help someone feel better if they are ill (e.g. paracetamol), protect them from becoming ill (e.g. vaccinations protect people from disease and sun-creams protect the skin from harmful sun rays), or help them stay healthy (e.g. if someone has asthma, medicines help them keep well • pets and farm animals might also need medicines to help them keep well • Household products (such as cleaning sprays, liquids and capsules) help keep the house clean and free from germs, and keep bodies clean and protected from germs too (e.g. soap, shampoo and toothpaste). • Some medicines can be bought over the counter in supermarkets and shops • Pharmacists, doctors and nurses prescribe medicines and give medicines like vaccinations • It is important to read the instructions before using medicines and other household products • Medicines and household products should be kept out of reach of children and disposed of carefully • Spillages should be cleaned up immediately and if accidents occur the product should be washed off • Gloves may be needed to use some household products and these should only be used by adults.		
RICH TASK	Retrieval practice activity – images of rooms in a house – how many hazards can they spot? What could be done to reduce the risks? Share some household products and medicines – how do these help us? Are there any risks? What can we do to reduce these risks? Share an example of a medicine packet – what can this tell us? Why do we need to read it? In groups of three or pairs give each group a scenario (resource 3: medicine safety scenarios). Children create a freeze frame of the scenario then once 'out of role' discuss the risk in the situation – what is the risk? What might happen?		

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	Next, discuss What should the characters do now to prevent any further risk? Who could help? Where could the person get more support or advice? Stepping back into role, children role-play what the characters should do to prevent any further risk and identify who can help.		
SUPPORT AND CHALLENGE	S – Choose scenarios that are likely to have a more obvious outcome (such as scenarios 2, 4 and 7). C – Extend thinking by asking, if this happens, how could this affect the health of the person or people in the situation?		
KEY VOCABULARY	Medicine Safety Risk Instructions Warning Side effects Dose Prescribed Pharmacy	**RESOURCES**	Flipachart Resource 3: medicine safety scenarios
LESSON 3 QUESTION	**What is peer pressure?**		
KEY KNOWLEDGE	• Peer pressure is when the people around you (your peers) influence your day-to-day decisions, even if you don't realise it. • Sometimes peer pressure can be a good thing e.g. maybe a friend suggested a book that's now your favourite. • Sometimes they might pressure you to do things you don't want to do. Like hurt someone else, do something unsafe or miss school. • it's okay to say no to things if you don't feel comfortable or safe • you have the right to make your own choices • there are ways to say no to something, but still be accepted and have friends. If someone is your friend they should accept your decision. • there are ways to feel more confident about saying how you feel.		
RICH TASK	Retrieval practice activity – Connect 3 – what is the connection between these 3 images? (cleaning gloves, warning label, sun cream – all keep you safe) Use video to introduce concept of peer pressure. What types of things might people try to pressure their friends to do? Look at positive and negative peer pressure scenarios related to keeping safe. How would you respond? Show Peer Pressure: What it is and How to say no | Childline and read advice Talk about being assertive, saying no and suggesting an alternative. Practise responses using drama.		

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SUPPORT AND CHALLENGE	Group discussion and partner talk		
KEY VOCABULARY	Peer pressure	**RESOURCES**	Video link Anti-Bullying KS1 | What is Peer Pressure? | OpenView Education - YouTube Flipchart Peer Pressure: What it is and How to say no | Childline
LESSON 4 QUESTION	**What is consent?**		
KEY KNOWLEDGE	• Their body belongs to them and should not be hurt or touched without their permission/consent • There are different types of touch, some are safe and some are unsafe • No one should ever touch their private parts and they should no touch anybody else's private parts • It is okay to say 'no' • If someone touches you in a way you are not comfortable with, you should tell a trusted adult. • they should be honest and clear when speaking with a trusted adult and they would not be in trouble for speaking up • they can find help and support from Childline (0800 1111) childline.org.uk/kids		
RICH TASK	Retrieval practice activity – dual coding retrieval (kettle, medicine packet, toilet cleaner, peer pressure) NSPCC PANTS resources and revisited later in the year with NSPCC Assembly. Revisit the PANTS rules. 'Always remember your body belongs to you' – discuss what does this mean? Discuss different types of touch e.g. friendly, accidental, hurtful. Match the types of touch with examples. Discuss which are safe and unsafe and how they might make you feel. Share scenarios from the ppt – how might the character feel? What could they say and do? Ensure children are aware of who they can talk to: In school – teachers, Tas, head teacher, office staff		

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	At home – trusted grown up They can find help and support from Childline (0800 1111) childline.org.uk/kids		
SUPPORT AND CHALLENGE	Group discussion and partner talk		
KEY VOCABULARY	Safe Unsafe Consent Belong Inappropriate Uncomfortable Accidental Private Parts	**RESOURCES**	NSPCC PPT
LESSON 5 QUESTION	**What keeps us safe?**		
KEY KNOWLEDGE	Revision of key knowledge		
END OF UNIT OUTCOME	Brain dump – write down everything you know about keeping safe. Children to complete the table showing everything they know about the four areas: staying safe… at home, out and about, with medicines, using your voice.		
SUPPORT AND CHALLENGE	S – word bank C – include 5 different ideas in each box		
KEY VOCABULARY	Risk Hazard Safety Peer pressure Medicine Warning Injury Inappropriate Uncomfortable consent	**RESOURCES**	Word bank Sheet with grid