ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: WELLBEING UNIT: WHAT HELPS US TO KEEP SAFE? CONCEPT: LEADERSHIP YEAR:2

BIG QUESTION	What helps to keep us safe?	
END OF UNIT OUTCOME	Create knowledge organisers to help year 1 find out what keeps them safe.	
NC OBJECTIVES	• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them	
WEEK		**RESOURCES**
1	• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)	
RICH TASKS	**Annotate key question** What rules do we have at school? At home? Why do we have them? What would happen without these rules? What rules do adult have? Give pupils cards with a selection of rules/ restrictions on. Some should be laws eg always wear a seatbelt, some should be important safety restrictions eg Adults must measure medicines for children / always wear a helmet when on a bike and some should be rules such as do not run in school. Read in groups and explore ways we could group these rules. Continuum of importance. Hierachy etc	Cards with rules/ laws/ restrictions on
2	• how to resist pressure to do something that makes them feel unsafe or uncomfortable,	

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	including keeping secrets • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them	
RICH TASKS	NSPCC P.A.N.T.S. unit. Use the resources to explore different types of touch and when they might happen (eg nice touch - cuddles from parent, necessary touch - a doctor/ dentist, unpleasant touch - being hit). Watch the Pantosaurus song and then discuss - what does he mean by private parts? What does he say you should do if someone touches you in a way you do not like? Learn the P.A.N.T.S. rules. Look at some scenarios where they might experience touch, what would they do? Children create a pair of pants with the rules on.	NSPCC P.A.N.T.S. resources.
3	• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not •	
RICH TASKS	Run a class online safety multiple choice quiz. Children work in mixed ability groups to answer. Quiz to cover - sharing personal information, sharing passwords, contact/ friend requests from unknown person, online bullying. Discuss answers together.	Online safety quiz (use kahoot!)
4	• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets •	
RICH TASKS	Show a scenario - Tim is in the park and his friend says they should go to the ice cream van. What do they think - safe? Unsafe? Why? What would you do? Discuss peer pressure and what this means. What should Tim say/ do? Ask someone to act it out with me.	Risky situation cards

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	Repeat with - Joy is playing on her ipad and a message pops up. It says 'Hi, we go to school together! Message me back!" Drama - in groups, give scenarios and children role play what to do.	
5	Review what we have learnt about keeping safe.	
END OF UNIT OUTCOME	Create a KO for year 1 about keeping safe. Give children a scaffold to help them - eg Vocab sections, image sections, key information sections.	