



The Valley Primary School
Class 1 PSE MTP Spring 1 2023-2024.
Keeping Safe

Knowledge / Skills & Concepts:

Children will be able to:

Talk about how to keep their bodies healthy and safe.

Name ways to stay safe around medicines.

Know how to stay safe in their home, classroom and outside.

Know age-appropriate ways to stay safe online.

Name adults in their lives and those in their community who keep them safe.

Key Vocabulary:

Learning Sequence & Objectives	Activities
<p>Name things that keep their bodies safe.</p> <p>Name things that keep their bodies clean and protected.</p> <p>Think about how to recognise things that might not be safe.</p>	<p>Introduction - whole class</p> <p>Begin with some key questions about the things we put onto our bodies. Introduce different times of day to draw out different things.</p> <p>What things do we put onto our body:</p> <p>When we get up in the morning, what goes onto our body? (clothes)</p> <p>When we play outside (coat, scarf, hat etc.)</p> <p>If we hurt ourselves when playing (plaster, cream)</p> <p>At night time (pyjamas, slippers)</p> <p>Which things feel good?</p> <p>Which things feel unpleasant?</p> <p>Which things are ok - and why?</p> <p>Which things are not so good - and why?</p> <p>With the children sitting in a circle, ask for a volunteer to draw round, creating an outline of a person.</p> <p>Using the pictures provided on the 'What goes onto my body?' Teacher resource (see Resources needed area), talk about each one and then stick it around the body outline. You can draw on any things that the children think of which aren't provided. Label each item and also the external parts of the body (leg, arm, head, body etc.)</p> <p>When it's complete, stick the body picture onto the wall and review it as a story, for example, telling the story of what happens to someone's body during the course of the day:</p> <p>Waking, washing (soap, water)</p> <p>Getting dressed (clothes - school clothes, warm clothes for going to school)</p> <p>At school (aprons, paint, glue, sand, dressing up clothes etc.)</p> <p>Lunchtime (food and drinks - spills and messy eating)</p> <p>Playtimes (warm clothes - hats, scarves)</p>

At bedtime (nightclothes, bedding)

Finish by encouraging the children to think of the different types of things they put onto their body - e.g. things that:

protect them

keep them clean

they like or don't like

help to keep their body safe.

Think about how these things can help to keep them safe and also the part that they need to play in making sure this happens (e.g. washing with soap to keep safe from germs, putting on warm clothes to keep safe from cold weather).

Adult-guided activities (individual or small-groups)

Activity 1 - Things that go onto my body

Children can make their own drawing of an outline of their body - or a stick person - then draw and label the things that go onto their body on this. Use the wall chart made earlier as a prompt to help them. Develop this so that children make it personal to them, e.g. they could tick the things that they like and put a cross next to things they don't like.

Activity 2 - What time is it?

Using the 'What goes onto my body?' Activity sheet (see Resources needed area) children draw and write the different things that go onto their bodies at different times of the day. If the children don't yet have a concept of hours of the day on the clock face, then substitute with pictures for different times of the day, e.g:

Morning

Playtime

Home time

Lunch

Bed time

Activity 3 - Toothbrushing

Discussion and demonstrations of teeth-cleaning. Children can draw pictures of Harold the giraffe, cleaning his teeth. Remind children that toothpaste goes onto our teeth then we spit it out. It helps to

keep our teeth strong on the outside. Dairy foods (with calcium) that we swallow help to keep teeth strong from the inside.

Activity 4 - Safe or unsafe?

Children can make posters of things that are safe or unsafe to go onto our bodies.

Enhancements for continuous provision

Make provision for a variety of activities that explore things we put onto our bodies, e.g.

Putting clothes onto teddies/dolls

Washing toys or their hands with soap and water

Role-playing doctors with dolls

Make safe decisions about items they don't recognise.

Talk about what our bodies need to stay well.

Name the safe ways to store medicine and who can give it to children (adults).

Introduction - whole class

In advance of this lesson, collect some items that can be used to make a story sack to go with the book Hold on Harold! Items can include:

Different kinds of medicine bottles (empty)

Empty medicine packets such as paracetamol, ibuprofen (boxes only - no tablets)

Some clear plastic bottles containing brightly coloured liquids (make these up using food dye or paint)

A giraffe soft toy, puppet, or finger puppet, made using the picture of Harold in the Resources needed area.

Begin with some key questions about the things that we put into our bodies, for example:

What goes into our body? (list)

Who puts it there?

What about if we're ill/poorly?

Where do you think things go when we swallow them? (Into our stomach/tummy then into our blood and all around our body, from our head to our toes, including into our brain and our heart.)

Introduce the character of Harold the giraffe - you can show his picture (in Resources needed area) on the IWB or the finger puppet of Harold/giraffe toy from the story sack, if using, explaining that we're going to hear a story about Harold.

Begin with some key questions, for example:

Who here has ever felt poorly or ill?

Explain that our body is very clever at getting better by itself but sometimes it needs a bit of help. What sort of things can make us feel better when we're not very well? (Rest, sleep, water, fresh air, healthy food, a cuddle, sometimes medicine. NB: make sure that you get a range of responses to this question so that you don't reinforce the idea that we always need to take medicine to feel better).

If you had some medicine at home, who would normally look after it? (Parent or carer)

Why does an adult need to look after medicine for a child? (Because medicines can be harmful if they're not used properly)

Where would a parent or carer get the medicine from? (A doctor might prescribe or it could be purchased from a pharmacy/chemist or possibly from another shop such as a supermarket).

Hold on Harold!

Read the Hold on Harold! story from the IWB slides (provided) and ask the class the suggested questions below. You can either discuss these questions as a whole class or children could work with talking partners.

Use the items from the story sack (if using) to support the story.

Pictures 1-3: Harold's feeling hungry. He wants something to eat. Harold sees something in a packet that looks just like a sweet. But hold on Harold, is it safe?

What different things might be in the packet? (Ensure that the possibility of the packet containing medicines is brought up.)

Would it be okay for someone to eat something if they don't know what it is?

What do the children think Harold should do? (e.g. leave the packet where it is; ask a grown-up what it is; not touch something that doesn't belong to him.)

Pictures 4-6: Harold's feeling thirsty. He wants something to drink. Harold has seen a lot of bottles under the kitchen sink. But hold on Harold, is it safe?

What different things might be in the bottles?

Do we know what is in the bottles?

Why might they be unsafe?

Who could we ask before we drink things from bottles?

Pictures 7-8: Not everything is safe to touch or put inside your tummy. If Harold needs someone to help him he could ask his mummy!

What other things might not be safe to touch or swallow (e.g. aerosols, discarded needles, matches, broken glass, electrical appliances, hot things etc.)

Who could you ask if you were unsure about whether something was safe to touch, eat or drink? Who would you ask at home or at school?

Summary

Look at the packets from some common medication e.g. ibuprofen, paracetamol, Calpol, throat lozenges, inhalers. Explain each item to the children, saying what it is used for. Say that sometimes we have them in our houses because when we are feeling very poorly they can help us to feel better.

Explain that they should only be touched by a grown-up and they should be kept high up out of the way so that people can't accidentally take them. If a person takes them when not poorly their body might become poorly. The same can happen if a person takes too much of them.

Adult-guided activities (individual or small groups)

Activity - Hold on Harold!

Introduce this activity by using a story sack to help recap the story Hold on Harold! Look at the different things in the story sack (empty medicine containers; bottle of colourful but unknown liquid). Review the safety issues with the children.

Show the story map (from the Resources needed area) explaining that everyone is going draw and/or write their version of the story of Harold and how to keep safe when thinking about what goes into our body.

Enhancements for continuous provision

Set up a Hospital role play for children to explore this theme:

Pharmacy section – different empty medicines, labels to reinforce only taking a certain amount, the correct type and to remind 'patients' to get help from grown-ups.

Dressing gowns, slippers, staff outfits, ID badges and medical equipment.
 Images of alternatives to medicines when feeling ill: sleep and rest, fresh air, healthy foods etc.
 X-ray pictures.
 Height chart, sight chart.
 Appointment cards, prescription slips.
 'Get well' cards – design and write.
 Being brave certificate – design and write.
 Books, magazines, colouring books etc.
 Further extension ideas
 Outside – obstacle course: use large equipment, blocks, planks, ladders etc. to create a course to travel/balance on. Is it safe? What are the risks?
 Tools in the construction/and designing and making area. Introduce woodwork – saws, nails and hammer – discuss safety and skills.
 Safety online – how to access suitable programs on the PC, children to create a list of instructions.
 Road safety – stop look and listen, safe ways to cross the road.
 People who can help – create a feelings board with a section for them to put their picture/name on/in a 'need to talk' section/box. Allow time in the day to follow this up.
 Visit from the school Nurse or Police safety talks.
 Talking points
 On a table or mat, have some of the items you have been discussing (either images or the real thing). Explain to the children that they can go and look at them with their friends and talk about what they are used for and how they keep themselves safe. You could also provide resources to encourage sorting, e.g. happy/sad faces, tick/cross, images of different parts of the home or environments.

Create a sorting activity or display where children sort items into safe and unsafe categories. You could provide pictures or real objects (providing they are empty/safe to use).

Name some hazards and ways to stay safe inside.

Name some hazards and ways to stay safe outside.

Introduction - whole class
 Begin with some key questions, for example:
 Who helps to keep us safe?
 How can we help ourselves to keep safe?

Show how to care for the safety of others..

What things could be unsafe in the classroom? (water, slippery surfaces, doors opening when not expected etc.)

What about at home? (Electric sockets, fires, cooker, pans on top of the cooker, hot drinks, stairs, garden ponds, blind cords etc.)

What about outside - in the playground or in the park? (playground equipment - slides, roundabouts, swings, water, poisonous plants etc.)

What makes things safe or unsafe? (Being aware of them and how we use them).

Introduce the picture book about Harold the giraffe, who is being a safety detective. You may need to explain the word detective, e.g. someone who looks carefully at things for clues about them. In this book we see Harold looking at a lot of different, everyday things, inside and outside, to investigate (find out) whether they are safe or unsafe, and how to make sure we can keep safe around these things.

In the kitchen

Kettle of boiling water (talk also about hot drinks, too).

Cooker with a pan (note that the handle is not turned inwards; this would make it safer).

Electric socket (discuss keeping fingers away from these - risk of an electric shock).

Matches (risk of fire).

In the bathroom

Deep water in the bath (care must be taken not to slip in the bath and fall in the water - this could cause injury and risk of drowning).

Hot water (care is needed around hot water taps as water can be very hot from these and can burn).

Slippery surface (wet tiles can cause slips and falls).

Outside in the countryside

Poisonous plant (Foxglove).

Stinging nettles

Barbed wire

Broken glass

Talk about each of the pictures. The children can work as a group, or with talking partners, to decide why something might be harmful and how to make sure they keep safe from it.

Conclude this activity by asking the children who is responsible for looking after them. In addition to the adults in their life, encourage them to understand that they can do things for themselves to keep safe from harm.

Adult-guided activities (individual or small groups)

Start by looking again at the Harold safety detective picture book. Recap the risks and children's ideas for how to manage these.

Activity 1 - Keeping our classroom safe

Create Hold on Harold safety posters or 'Staying Safe in Reception Manual' for the various areas of the classroom e.g. water – do not drink the water. Designing and making – how to be safe with scissors, staplers, woodwork tools etc. Outside – how to store and carry equipment. Computers – internet access rules etc. How to stay safe in PE.

Activity 2 - Staying safe outside

Children design and build an obstacle course. Use large equipment, blocks, planks, ladders etc to create a course to travel/balance on. Is it safe? What are the risks? Children can take turns in the different roles and wear the appropriate badge for this (these are provided in the Resources needed area):

Health and Safety Officer

Chief Tester

Course Designer

Course Builder

Risk Detective

Extension

Before a PE lesson, discuss specific ways to stay safe in PE.

Enhancements for continuous provision

Opportunities to take managed risks

Try to include in your provision a selection of resources for the children to use that will require them to do so with care and safety. Before children are allowed to use these resources independently, ensure they have been taught how to use them safely,

It's important for children to have the opportunity to take risks so they can apply the safety skills they have learnt.

Examples:

Sellotape dispenser

Woodwork tools

Powder paint

Bricks and stones in your outdoor construction area

Role-play/small world area

In both or either areas, provide props or images of potential hazards so that children can demonstrate their understanding of safety.

Examples include:

Bath

Plug sockets

Kettles

Medicine bottles

Washing up liquid and other cleaning products

Cooker/oven

Knives (play)

Role-play - crossing the road

Using chalk, draw a road and a zebra crossing on the ground. Then explain to the children that some of them can be vehicles and some can be pedestrians. They can take turns.

If you have bikes, the children could ride around and then stop for pedestrians who would like to cross. Alternatively, you could provide something to act as a driving wheel.

You could also use this as an adult-guided activity to teach the children about road safety.

There are lots of helpful resources for this topic on the UK government THINK! Education Resources web page.

In your junk modelling area, provide the resources for children to make traffic lights and road safety signs.

Talking points

Find pictures of safety signs for the children to look at and discuss what they might be warning about.

In your outdoor classroom, you could put a variety of different safety signs and warning posters. You could give the children the challenge of finding them and working with a partner to decide what they are for/what they mean.

Name the adults who they can ask for help from, and will keep them safe.

Recognise the feelings they have when they are unsafe.

Talk about keeping themselves safe, safe touches and consent.

Introduction - whole class

Begin with some key questions, for example:

How do we keep safe? (Listen to the rules, e.g. don't play on a building site, look and listen before crossing the road).

How do we know when something isn't safe? (Adult tells us, it doesn't look safe e.g. sharp knife).

What if no one has told us that something's not safe? How might our body tell us that something isn't safe? (Hurts us, makes us scared, funny feelings in our tummy, don't want to do it anymore, feel nervous).

What can we do if we don't feel safe? (Tell a trusted adult, move away from the danger.)

Activity 1 - Is it safe?

One three separate walls in the classroom stick three separate pictures showing an emoji-style face:

Happy (smiley face) - safe

Sad (sad face) - not safe

Not sure (straight-lipped face)

(NB: if you have smiley face fans, these can be used instead of pictures on the wall).

Taking each of the 15 scenarios listed below, ask the children to point to the pictures, depending on whether they think it's safe, not safe, or they're not sure. Encourage children to make up their own minds, rather than copying others, by explaining that we all have different feelings - and that they are not right or wrong:

crossing a busy road

playing in the garden

climbing high up in a tree

walking along the top of a high wall

cycling along a pavement

playing a board game with Grandma

getting lost in the supermarket

swimming/jumping in at the deep end

playing football in the park with the big children

putting your shoes on

playing at the skate park with the big children

watching telly on the sofa

travelling in the back of the car with your seatbelt on

playing with your friends in the sandpit

having a bath (perhaps with a brother or sister) with your mum/dad/special person there at the same time, keeping an eye on you.

Reinforce the messages about ways they can feel safe by asking the children to remember things that they can do to help themselves keep safe (e.g. tell a trusted adult, move away from the danger).

Adult-guided activities (individual or small-groups)

NB: please ensure that you've read the information at the start of this plan about creating a safe learning environment before beginning this activity.

Think of a range of ways that someone can help us feel safe (e.g. hug us, hold us, make us a drink and snack, sit on their knee/lap, gentle hand on shoulder, or arm around us).

Ask the children:

When would these touches be ok? (If you were ok with them - if you like them and feel comfortable with them.)

If you didn't feel ok with anyone touching you in this way or in a different way, (if they made you have those funny feelings) what could you do? (Tell another adult, move away, say 'I don't like that'.)

Use a doll or puppets to demonstrate this (see YouTube clip - link in section at top of this plan). Start with the puppets asking each other permission, e.g. 'Can I give you a hug?' or 'Do you want a high five?' or 'Can I touch you on the bottom?' or 'Can I stroke your back?'

Give the puppets names, then show them giving each other consent. Next, ask the children how did puppet A (use its name) know the other one wanted a high five? (Because they said yes, they put up their hand to receive a high-five, they looked at puppet A etc.)

Now show them not giving consent to different touches. Ask the children how puppet A said no. Remember this might not be by actually saying the word 'no' but because they turned their back, ignored, shook their head or moved away. Explain that we communicate with our body as well as our words. Doing any of these actions shows our body saying no; this must be listened to and the person must stop.

Emphasises that our bodies are private and should be respected. If someone touches someone else when they are saying 'no' or their body is saying no, this is unsafe touch and we should try to walk away and find a trusted adult to tell.

Enhancements for continuous provision

Using toys to practise asking each other for permission to touch each other.

Have pictures of different situations and smiley faces so children can practise thinking of these choices, independently.

Use this colouring in poster from Amaze 'There are many ways to show friends you care about them...' (the last picture in this book).

Provide smiley face stickers/post-its to put on a picture of a person, to show where is safe or ok for your friends to touch you.

Provide feelings cards/mirrors to practise emotions.

Have some non-fiction books about feelings available.

During continuous provision, adults can reiterate points of safe touches and the feelings that the children have inside them, as they are playing.

Talking points

Considering the sensitive nature of this subject, it's better to encourage the children to talk about their feelings with an adult. The enhancements for continuous provision will provide a number of ideas for discussion. Therefore it would be more beneficial to provide books that are based on the theme of feelings in the reading area. Or you could place them in different areas, such as the small world, role play-or creating/mark making/writing areas.

Talking points

In any area (the snack table or quiet/reading corner would probably be most suitable) use objects such as feeling stones or puppets for the children to discuss the different feelings. You could also use emojis.

S Name the people in their lives who help to keep them safe.

Name people in their community who help to keep them safe.

Talk about ways to keep themselves safe in their environment.

Introduction - whole class

Below are some questions that you can ask to prompt a discussion about professionals who help us.

During/after the Covid-19 pandemic, children may have become more aware of the phrase "key workers". This is very relevant. You could have a discussion around those that keep us safe and those who have important jobs (e.g. a paramedic and a delivery driver).

Begin with some key questions about how trusting adults, using ideas that follow on from the Jessie and friends workbook from CEOPs Think You Know resources. To get these resources, go to the website www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ and download the Animations and Resources file (on the right-hand side of the page). You will need to register first, but the resources are free for schools.

How do you find an adult you can trust?
How do they make you feel when you are sad or hurt?
Do they scare you?
Can you talk to them about anything without feeling worried?
Do you feel close to them?
Have they helped you with something before?
Can you name some people in your life like this?

Explain that the people who help us most are the people that we know - family, adults at school, friends etc. but that there are people we don't know whose job it is to help keep people safe.

Using the People who help keep me safe Teacher resource, show the class the pictures of the different uniforms or equipment. Ask children to guess who they belong to and how these people can help keep them safe (either show these on the IWB or print and show).

Adult-guided activities (individual or small groups)

Activity 1 - crossing the road

Take groups outside into the playground or suitable space and practise road safety, using the Green Cross Code drill.

Activity 2 - people who can help

Arrange a visit from one of the emergency services to come to talk to the children - e.g. police officer, firefighter.

Also include a discussion about how we help people who help us, e.g. by being respectful, following instructions, knowing some personal information e.g. our address and also the name of our mum/dad/carer.

Road safety posters

After teaching children about the green cross code and how to be safe near roads, ask them to make information posters. You could suggest that they will be used to put around the school.

Alternatively, if you have a busy road outside your school, you could ask them to make warning signs for local drivers.

Job descriptions

After reading books, watching videos, having visitors or talking about professionals who keep us safe, invite them to think about what they do.

Provide a simple template where children draw a picture of a fire fighter, police officer, nurse, ambulance driver, lifeboat crew etc. Then ask them to write what that person would need to do, be like, be able to do.

Library/book corner

There are lots of books about this topic. Suggestions include:

Emergency! By Margaret Mayo

Clothesline clues to jobs people do by Kathryn Helling (be aware this is from the USA so you may need to adapt what you call the different progressions (e.g. change mail carrier to postal worker/postwoman or postman)

Heroes who help us from around the world by Liz Gogerly

Real Superheroes by Julia Seal

My Daddy is a Nurse by Kerrine Bryan

Enhancements for continuous provision

Create a feelings board with a section for children to put their picture/name on/in a 'need to talk' section/box. Allow time in the day to follow this up.

Encourage role-play activities around people who help us by using the dressing up box with different uniforms of the emergency services.

In Small People area, set up road crossings and a crossing patrol person to stimulate play on this theme.

Talking points

After showing children the images of uniforms and equipment, these could be put at the snack table or displayed at a child level with questions.