



Spring 1 - How can I keep myself safe?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Context
1	<p>External Body Workshop – bolt-on.</p> <p>Objective: I can identify how to keep myself safe.</p> <p>This lesson will be delivered by Lisa McCarthy - Community Futures Support Worker.</p> <p>All children in the hall – Wednesday 10th January 1:15 – 2:00</p> <p>The workshop will be based on keeping safe on the street, stranger danger etc.</p> <p>Floorbook expectation: pupil voice and images.</p>	<p>Knowledge: Learning how to behave safely near the road and when crossing the road.</p> <p>Skills: Y3/Y4: To know the rules for crossing the road safely.</p>	<p>Walsall Road Safety strategy: Walsall Road Safety Strategy 2019 “Road safety affects everyone in our borough and improving the safety of our roads is a key factor in making Walsall an attractive place to live, work and visit.”</p>
2	<p>Objective: To begin to understand what is safe to put into or onto our bodies.</p> <p>Book Link: Poison Alert!</p> <p>This lesson is following Kapow: Y1/2: Safety and the changing body (Cycle A) > Y1/2 Lesson 4 (Cycle A): Safety with medicines</p> <p>Activate:</p> <p>1. Explain that we are going to think about our bodies and how we can look after them. Ask the children to think about all the things they can do with their bodies, such as being able to run, jump, think, talk and eat.</p> <p>Stress how amazing our bodies are and that we need to learn to take care of them.</p>	<p>Knowledge: Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>Gov.UK National Statistics Young people's substance misuse treatment statistics 2021 to 2022: report “There were 11,326 young people (people under the age of 18) in contact with alcohol and drug services between</p>



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<p>Ask the children for ideas of ways they look after their bodies, such as eating healthy food, drinking water and exercising.</p> <p>2. Display <i>Presentation: Having a cold</i>.</p> <p><u>Main Event:</u></p> <ol style="list-style-type: none"> 1. Explain that we are going to be thinking about things that might go into or onto our bodies. 2. Ask the children how things might go into our body (through our mouths, up our noses and by injection). 3. Ask the children how things might go onto our body (onto skin, like a cream, or onto hair). 4. Display the <i>Presentation: Pictures- set 1</i>. 5. Show the slides 2-14 and ask the children to decide if the item in each picture goes into the body, onto the body or neither. Ask the Year 2 children to think about where the items shown should be stored in the house. 6. Display the <i>Presentation: Pictures – set 2</i>. 7. For each of the slides 2-7, discuss whether the children would put the item shown into or onto the body and whether they would do this without an adult. 8. Stress that medicines can make us better but only if we are told by a trusted adult to take them and that we take the correct amount of them and in the right way. Stress to them, that as children they should never take medicine without an adult. Talk about who some of these adults might be i.e. parent, carer, doctor, nurse or pharmacist. Ask the Year 2 pupils to consider where these items should be kept in the house. 9. Display the <i>Presentation: Pictures – set 3</i>. 	<p>Skills:</p> <p>I understand what can safely go into my body (Y1).</p> <p>I can explain why I should never put some things into my body (Y1).</p> <p>I understand that I should only take medicines if a grown-up I trust says it is OK (Y2).</p>	<p>April 2021 and March 2022. This is a 3% increase from the previous year (11,013) but a 54% reduction in the number in treatment since 2008 to 2009 (24,494).”</p>
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	<p>10. Show slides 2-6 and for each image ask the children what the item shown is. Take a range of answers. Stress that if they don't know what something is, they should not put it into or onto their body. Talk about the fact that these things could make us very ill or damage our skin. If they are unsure, they should ask an adult.</p> <p>11. Year 1: hand out the <i>Activity: Sorting activity for Y1</i>, one between two, and ask the children to work in pairs to sort the substances.</p> <p>12. Year 2: Explain to the children that they have looked at some different substances and were asked to think where these substances might be kept in the house. Explain that medicines and cleaning products should ideally be kept locked away or high up so that children can't reach them, whereas food items might be kept in the fridge or a cupboard that everybody can access. Hand out the <i>Activity: Sorting activity for Y2</i> (one each or one between two) and ask the Year 2 children to sort the substances according to where they think they should be kept in the house. Let the children create their own categories (e.g. fridge, first aid cabinet, under the sink etc.) and discuss with them (while they work) why the places they have chosen are or are not appropriate. Floorbook expectation: copies of the work from main event, images.</p>		
3	<p>Objective: To know what an emergency is and how to make a phone call if needed.</p> <p>Book link: Teaching children how to call 999 in an emergency with Lookout Lion</p> <p>This lesson is following Kapow: Y1/2: Safety and the changing body (Cycle A) > Y1/2 Lesson 5 (Cycle A): Making a call to the emergency services</p>	<p>Knowledge: How to make a clear and efficient call to emergency</p>	<p>Essential Safety For Kids: Calling 999 Emergency "It will make a massive difference to their</p>



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<p><u>Activate:</u> Play the video on link: 'Staffordshire Police: Teaching children how to call 999' on how to call the emergency services. Display the <i>Presentation: Making an emergency call</i>. 3. Using slides 2 and 3, establish with the children what the three emergency services are (ambulance, police, fire brigade) and what each of those services are responsible for.</p> <p><u>Main Event:</u> 1. Discuss the video that the children watched in the Attention grabber and stress that 999 should only be used to call for emergency services in the case of an emergency. Discuss what 'an emergency' is and make sure that the children understand that it is a situation where someone is badly hurt, very ill or a serious accident has happened. 2. Use the scenarios on slides 4, 6 and 8 of the <i>Presentation: Making an emergency call</i> and ask the children for each scenario to indicate whether they think it is an emergency or not. You might ask the children to indicate by standing up or sitting down, by putting their thumbs up or down, or by moving to different ends of the room. The answer for each scenario is on the subsequent slide (slides 5, 7 and 9). For the non-emergency situations, discuss what the children could do in that scenario to help or who they could speak to if they were worried. 3. Go through the remaining scenarios and answers on slides 10-15. 4. Once children understand what an emergency is, use slide 16 to talk about what they should do if they are in an emergency:</p>	<p>services if necessary</p> <p>Skills: I understand what an emergency is. I know the number to call in an emergency. I know my address and postcode.</p>	<p>safety if they know how to dial 999 in an emergency and what to say, as well as understanding basic health and safety measures for when they're home alone. This way, you can rest assured that your child will be able to take care of themselves and get help if they need it."</p>
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	<p>5. Role-play making a phone call to the emergency services with a child and you being the operator. Invite the children to work in pairs and role-play together dialling 999 and being the operator. Walk around and check the childrens' conversations. If any of them do not know their address, tell them to ask someone at home to help them learn it.</p> <p>Floorbook expectation: pupil voice, QR codes and images.</p>		
4	<p>Objective: To understand ways to keep safe on and near roads.</p> <p>Book link: Topsy and Tim: Safety First</p> <p>This lesson is following Kapow: Y1/2: Safety and the changing body (Cycle A) > Y1/2 Lesson 3 (Cycle A): Road safety</p> <p><u>Activate:</u></p> <p>Ask children how they travelled to school today.</p> <p>Focus on those who walked and ask what they did to help keep themselves safe. Answers might include walking with a grown-up, walking on the pavement, crossing with the school crossing patrol etc.</p> <p>Ask those who came by car what they did to keep safe. Answers might include sitting in the back of the car, wearing a seatbelt, sitting on a booster cushion or in a special seat.</p> <p><u>Main Event</u></p> <ol style="list-style-type: none"> 1. Display the Presentation: Road Safety. 2. Show the pictures on slides 2 – 5 and for each picture, ask the children where it would be safest to walk as a pedestrian. <p>Make sure the children know that they should be on the pavement, on the inside, away from the kerb, and with an adult preferably holding their hand.</p> <p>Discuss how to stay safe on country roads and in the car park where there are no</p>	<p>Knowledge:</p> <p>I can explain some rules to keep safe near traffic (Y1)</p> <p>I can explain why we need these rules (Y1)</p> <p>I can explain how to cross a road safely (Y2).</p>	<p>Road safety is not included in the statutory guidance. However, it is still an important area for children to learn about and features in the PSHE Association's Programme of Study for PSHE: Health and Wellbeing > Keeping Safe > strategies for keeping safe in the local environment or unfamiliar places (rail, water, road)</p>



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	<p>pavements. Make the children aware that it can be difficult for drivers to see them because they are small and staying with an adult is really important, especially in a car park.</p> <p>3. Ask the Year 1 children to design a poster to show a key safety message when being near a road. If they haven't done an activity like this before, you might need to help with what makes a good poster i.e. clear writing, short messages, clear pictures and use of colour. They may wish to concentrate on one or more of the following messages: keeping away from the kerb, remaining on the side of an adult away from the road, holding an adults hands and wearing bright colours.</p> <p>Floorbook expectation: pupil voice, images and QR codes.</p>		
6	<p>Assessment</p> <p>Objective: Big Finish – How can I keep myself safe?</p> <p>Today the children will have their Big Finish – answering the Big Question from this term - How can I keep myself safe?</p> <p><u>Objective: To practice making safe choices and responding to potential dangers.</u></p> <p>Instructions:</p> <p>Present various scenarios related to personal safety, such as crossing the road, answering the door to strangers, or dealing with fire hazards.</p> <p>Divide the class into small groups and assign each group a scenario.</p> <p>Ask the groups to create a short role-play demonstrating safe and unsafe actions in the given situation.</p> <p>Provide time for the groups to rehearse and then have them perform their role-play for the class.</p>	All of above knowledge and skills are relevant for today's lesson.	Assess the children's learning to see what they have learnt and if the lessons have been useful to their outlook on what the children need to keep themselves safe.



PSHE Year 1 & 2



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	<p>Lead a discussion on the importance of making safe choices and handling potential dangers properly.</p> <p>Floorbook expectation: pupil voice, QR codes and images.</p>		
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