

Unit Context



As children's experience of life widens, they will encounter an increasing number of contexts in which they need to have the skills to keep safer. This unit of work develops children's awareness of potential dangers in their immediate surroundings and teaches them to take appropriate

responsibility for their own safety. Although at this age adults will have a primary role in protecting children's wellbeing, education in Personal Safety should develop children's self awareness and provide them with the skills to develop confidence and play an active part in promoting their own safety and wellbeing. Work in this unit should be supported by the school's policies on Drug Education, SRE, Use of Medicines, Safeguarding and Child Protection, Behaviour, Anti-Bullying and E-safety and Acceptable Use Policies. Much of the learning within this unit focuses on protecting our bodies from harm. Forming positive and safe relationships with others, being able to understand and manage our feelings and knowing how and when to tell are key skills that are required to be able to assess risk and keep ourselves safe from harm. This unit is compatible with current national guidance - see 'Notes for Staff'.

Unit Description

In this unit children will explore what feeling safe means. They will have the opportunity to make a Safety Circle where they will identify the people who can help them, including people in different contexts in their lives. They will develop skills to enable them to access help and support as well as learning how to help others. They will experience activities designed to explore different kinds of touches, both good and bad, and the names of intimate body parts and understand that if they are touched in any of these areas, they must tell someone on their Safety Circle. The unit also covers different types of secrets; saying no and who to tell if they have a worry. They will learn to identify potential risks to their safety and will develop an understanding of how they can take some responsibility for their own safety in different contexts, including examining the need for safety rules in order to keep themselves and others safe.

This includes when they are out and about which will include exploring safe and unsafe places to play, learning basic road safety skills and how to keep themselves safer when they are lost and have become separated from a parent/carer. They will also be encouraged to consider their personal safety when using technology. As part of their Drug Education, the children will learn about the potential dangers of both known and unknown substances. They will investigate what goes into and on to their bodies, who puts it there and how they feel about this. They will learn about the role of medicines and look at rules for the safe use of medicines.

Notes for Staff

This unit supports children's ability to assess the safest way to seek help, which may at times involve approaching unknown adults for support. Research shows that child abuse is usually perpetrated by someone the child knows, male, female or another young person. Children need to develop the skills to help them recognise when they feel uncomfortable – whether it be with unknown adults or adults known to them. When teaching children about personal safety issues it is good practice to avoid the 'Stranger Danger' message as some situations covered in this unit might necessitate going to an unknown adult for help e.g. when lost. Being fearful of all unknown adults and being unable to ask unknown people for help can create extra risk and distress in an emergency situation. Staff should take every opportunity to reassure children that if they ever have to tell any of the adults in school about anything that is worrying them, or someone else, that this will always be taken seriously and acted upon.

Activities which address personal safety will involve children describing and naming body parts. Some teachers may be anxious about delivering activities where children are encouraged to name external body parts including the sexual parts. However, recognising and naming the sexual body parts for both boys and girls helps children to value these parts of their bodies and enables them to discuss these body parts in more detail and without embarrassment later on in their education. During these activities children may volunteer names for the sexual parts of the body. Many children of this age will have learned colloquial or family names for body parts such as 'willie' or 'minnie'. Current SRE guidance recommends that teachers accept colloquial or family terms as well as introducing correct anatomical names such as 'penis', 'testicles', 'vagina' and 'vulva'. Introducing correct anatomical words early on ensures that all children share a common language for making themselves understood during classroom activities and in situations involving personal safety.

Learning Expectations

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related **Early Learning Goals**:

The Prime Areas

Physical Development

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

'Early and accurate naming of body parts is vital. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection'. Sex Education Forum.

The anatomical words can also be referred to as the 'doctor' words as they are words which are used by health professionals and words that children will hear used when they visit the doctor. Teachers will need to refer to their school's SRE Policy for guidance on how this recommendation will be implemented in their school. It is important that schools decide which vocabulary they wish to use for consistency in their practice. Refer to **The Cambridgeshire PSHE Service Sex and Relationships Education Policy Toolkit** Interpreting the Entitlement Curriculum for SRE and Vocabulary List and [Use of Vocabulary in Primary SRE](#).

Throughout this unit, it is important to be sensitive to children in the class who may have been, or are currently, suffering from neglect or abuse (please note that domestic violence is also included in the definition of emotional abuse). The Designated Person for Child Protection in your school will inform you on a 'needs to know' basis about any child protection issues that you should be aware of to keep both you and the child safer. All adults working in a school have a duty to follow child protection procedures and must receive child protection training every 3 years. They should be aware of who the Designated staff for Child Protection are in their school/establishment, procedures and what their Safeguarding and Child Protection Policy contains. They should also read the DCSF (Department for Children, Schools and Families – now Department for Education DfE) document [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#) in the **Teaching Guidance**. All staff have a statutory duty of care to listen to children and log any concerns following the agreed policies and procedures. Before delivering this unit it is important that all staff have read the information [Are You Ready?](#) in the **Teaching Guidance** and completed the Are You Ready? activity. Any issues arising from this should be addressed before starting any work on personal safety.

Working in partnership with parents/carers is central to this unit. Children are more likely to learn and use personal safety skills if messages are given consistently both at home and at school. [The Parents/Carers Personal Safety Leaflet](#) in the **Teaching Guidance** can be used to share the learning objectives covered in this unit.

Work in this unit can be supported by a visit from the Life Education Centre. This is an interactive classroom which supports schools in developing their drug and health education and engages children in developing their understanding of healthy lifestyles. If using other visitors to support this unit, teachers will need to ensure that the messages they convey are compatible with those in this unit. The SEAL programme supports work relating to Personal Safety through developing children's confidence in expressing their feelings.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 3.1 Use the children's response to these activities to assess their ability to use their Safety Eyes and Ears to recognise and identify risks in a household situation.

Activity 4.3 Observe children's participation in this role play activity to assess how robustly they have remembered and can apply safety strategies explored in the Lost and Found Activities 4.1. and 4.2.

Activity 8.1 Use the children's response to the story and follow up discussion to assess their understanding of the difference between good and bad secrets.

Activity 14.2 Use the children's response to this Draw and Write activity to assess their understanding of what medicines are.

The following are suggested contexts for your setting's continuous provision. These contexts provide opportunities for practitioners to assess how children are transferring their knowledge, skills and attitudes acquired in teacher directed activities to their self initiated play/independent learning. Observe children while they:

- Take responsibility for conducting daily risk assessments of the outdoor play areas
- Seek help and communicate concerns and things they may be worried about
- Reflect on and follow the classroom safety rules
- Demonstrate how to use their Safety Eyes and Ears while playing with the road safety role play equipment
- Negotiate safely with others and use assertiveness skills to resist negative peer pressure.

Out of School Learning

Use The Parents/Carers Personal Safety Leaflet in the Teaching Guidance to inform parents/carers about the content of the unit and reinforce and practise messages at home.

Invite parents/carers to talk with their children about the safety rules they have at home for the storage and use of medicines.

Invite parents/carers to talk to their children about anything in the home which could be dangerous e.g. hobs, ovens, kettles, plastic bags. Ask them to show the children how they themselves use the items in a safe way, while explaining that some of them are not safe for children to use.

Invite parents/carers to help their children learn their home address and telephone number. Ask them to discuss any rules they may have for when they are out and about, which help to prevent the children from becoming lost.

Sensitive Issues

Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

Before teaching any activities relating to Child Protection, you will need to speak with your Designated Person for Child Protection to check if there are any issues around the children you will be working of which you need to be made aware. This work may elicit disclosure of abuse or neglect and you will need to follow your Safeguarding and Child Protection Procedures. It is vital that staff teaching this unit know the children well and are aware of individual issues so that unusual responses can be followed up as appropriate. Staff will need to be aware of the needs of children who may have had a first-hand experience of trauma. This could involve neglect or abuse, including domestic violence, as well as family break up, a road accident, gun crime, fire, etc. It is good practice to discuss the content of this unit with parents/carers where teachers have concerns regarding the content of the unit and its effects on certain children. It is also good practice to make parents/carers aware of the safety messages you are teaching their children so that they can reinforce learning at home. This also provides parents/carers with the opportunity to discuss differences regarding the safety rules and routines that the children may be learning at school and at home and ways of managing these differences so that children are given consistent and clear message about how to keep themselves safer. All medicines are drugs and therefore learning about medicines and the safe use of medicines forms an important part of the children's entitlement to Drug Education. The unit promotes the safe use of medicines as a positive aspect of keeping children well and healthy. Ensure that the children understand that some people need medicines in order to stay healthy and must not be stigmatised.



Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on [Circle Time](#) and using the [Draw and Write](#) technique.

A full list of resources is included at the end of this guide.



Linked Units

BG F My Body and Growing Up

HL F Healthy Lifestyles

FF F Family and Friends (including anti-bullying)


ME F My Emotions

BB F Beginning and Belonging


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Section A - Identifying Trusted Adults


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To be able to identify trusted adults who children could talk to and ask for help.	To be able to: <ul style="list-style-type: none"> describe a place or time when I felt safe talk about things in this place or at a particular time that helped to make me feel safe know the names of all my trusted adults understand the need to tell someone in my Safety Circle if I have a worry 	1.1. As a class, discuss with the children what it means to be safe. Invite them to talk about a place where they have felt safe. Ask the children to describe the place and why the place made them feel safe. In some cases, this may include talking about what happens at a certain place and the people who may be in this place.	<ul style="list-style-type: none"> See guidance on how to develop a Safety Circle in the Teaching Guidance. Ensure that you use open ended questioning during  this activity. A place that feels safe for one child, may not for another.
		1.2. Safety Circle. As a class, explain to the children that they are going to talk about adults they would be happy to talk to or tell if they felt unsafe, worried or upset about something. Firstly, as a class, ask the children where or how their body changes when they are angry, scared, hurt, sad, happy etc. <i>e.g. they might clench their fists or get a strange feeling in their tummy.</i> Record these ideas using a body outline on an interactive whiteboard. Emphasise that these feelings should not be ignored and they will need to tell someone in their Safety Circle if they feel worried or frightened about anything. Support every child to develop their own personal Safety Circle. A	<ul style="list-style-type: none"> Learning within this activity links to work on feelings in unit ME F My Emotions. It is good practice to tape Safety Circles into the bottom of children's work trays. This will ensure that the Circles are stored safely for ease of reference. It is recommended that Safety Circles should not be publicly displayed nor sent home as it is important that children are allowed to make their own choices about who they include, which may not always include family members.


Section B - Assessing Risk

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
2. To be able to assess risks in the school and its grounds.	To be able to: <ul style="list-style-type: none"> recognise Yes, No, and I'm not sure feelings in myself identify places in school that give me Yes, No or I'm not sure feelings 	2.1 Mapping. Provide each child with a birds' eye map of the school building and grounds and provide an opportunity for the children to reflect on how they feel in different areas of the school.	<ul style="list-style-type: none"> This activity should be introduced in a whole school assembly before the children work on their individual maps. See the explanation of Mapping in the Teaching Guidance.
3. To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways.	To be able to: <ul style="list-style-type: none"> describe and demonstrate how I use my <i>Safety Eyes and Ears</i> to keep myself and others safer describe simple safety rules for keeping myself and others safer 	<p>3.1 Safety Eyes and Ears. In small groups, discuss with the children what homes are and that everyone, including children, has a right to feel safe in their home. Accidents can, however, happen at home. Ask children if they have had any experiences of accidents in their home. Explain that most accidents can be prevented if we are aware of the possible risks and how to reduce them. By using our <i>Safety Eyes and Ears</i> we can notice the things that we need to be careful with e.g. <i>what might be risky about leaving a ball on the stairs?</i> Using Safety Scenario Posters ask the children to spot any possible risks and to make suggestions as to how they and the people in their home might keep safer. Alternatively, as a supervised activity, set up an area with potential hazards e.g. <i>trailing electric kettle leads, bottle of cleaning fluid</i>. Children can make their own safety pictures focussing on one room in a house. These can be displayed on a <i>Safety Eyes and Ears</i> wall. A</p> <p>3.2. Safety Scenarios. In small groups, provide the children with a number of scenarios which explore different contexts in which we need to keep safe e.g. <i>water safety, sun safety</i>. Ask the children to listen to the scenarios and use their <i>Safety Eyes and Ears</i> to spot any possible risks. Discuss safety rules that the children should follow in these situations in order to keep themselves safer.</p> <p>3.3 In small groups, invite the children to consider a number of e-safety scenarios. These scenarios can be a mixture of examples modelled by the teacher using the school's Learning Platform and resources such as Hector's World. See Sources of Information and Support.</p>	<ul style="list-style-type: none"> See Resource 1 Safety Scenario Posters. Be aware of the range of types of homes that children  may live in e.g. trailer, house, flat. Explain to the children that when we use our 'Safety Eyes and Ears' we are listening and looking out for things that might make us feel unsafe and uncomfortable.
			<ul style="list-style-type: none"> See Resource 2 Safety Scenarios. Consider using scenarios which reflect the local context and situation /circumstances of your school e.g. <i>schools situated in close proximity to waterways may want to explore water safety</i>. See Sources of Information and Support for websites which provide guidance on a range of safety issues.
			<ul style="list-style-type: none"> Children should be given strategies to deal with anything they see on screen that upsets or worries them (see Hector's World Safety Button which can be found at www.thinkuknow.co.uk) Parents should also be made aware of the possible risks of leaving applications such as MSN/Skype logged in. They should also be aware of when children might get unsupervised access to technology in the same way as they would protect children from a bottle of bleach or disinfectant in the kitchen. E-safety is an increasingly important issue for younger children, See Sources of Information and Support.

Section C - Out and About


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4. To be able to develop a strategy to keep safer when lost.	To be able to: <ul style="list-style-type: none"> describe how it feels to be lost describe situations away from the home where I may become separated from my parents/carers tell someone my full name, address and telephone number describe and demonstrate that I know what to do if I become lost 	4.1 Lost and Found. In small groups, play the <i>Teddy's Lost</i> game. Ask the children to close their eyes, while one child hides the teddy somewhere in the classroom. The children can take it in turns to find it. The child who hid Teddy is allowed to help and give clues by describing the place in which they hid Teddy. Invite the children to describe how Teddy must feel each time he/she is lost and encourage them to talk about a time when they may have been lost. Ask them to describe their feelings before they were found and what they did to find their parents/carers.	
		4.2. In small groups, provide the children with small world people or Sylvanian Families. Set up a situation such as a toy shop or supermarket and invite them to use role play to show how a child could become separated from their parents/carers in a situation such as the above. Use the children's suggestions, some of which may be drawn from their own experiences of being lost and make a list of strategies that the characters in the role play could take to help themselves keep safer when they become separated from a parent/carer and to ensure that they are found.	<ul style="list-style-type: none"> See Teaching Guidance for information on using Drama Strategies. Read the story, A Present for Paul, for an alternative example of a child who becomes lost while shopping with their parents/carers.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.3. In small groups, set up a similar situation away from the home <i>e.g. a toy shop, supermarket, leisure park</i>. This time, involve the children in role play so that they can themselves practise the following strategies in the event of children becoming lost:</p> <ul style="list-style-type: none"> Stand still and use your <i>Safety Eyes and Ears</i>, look all around for the adults you were with. Don't rush around looking for them. When you have carefully looked around and still cannot see them, look for someone who works where you are lost <i>e.g. shop assistant, security guard, till operator, lifeguard at a pool etc</i>. (Ask the children for other suggestions and also what they might say to this person <i>e.g. 'I'm lost, please can you help me'?</i> Children should be aware that in this situation they must share their name and the name(s) of the adults they were with). If there is no one nearby who works where you are lost, then an adult who has children with him/her should be approached in the same way. The adult(s) you went with might be called over the announcement system to collect you. You might be taken to the customer services area to wait. Try not to panic or get upset, these adults will do their best to help you. <p>It is important to ensure that children are able to say their full name, address and telephone number for use in any situation that will keep them safer. They must be aware that this information is personal information which should not be shared if they are in a situation which gives them a 'No' or an 'I'm not sure' feeling. Children should be discouraged from sharing this information online. See Hector's world for activities to reinforce this message). It will be useful to discuss with the children how their body feels and changes under different circumstances. A</p>	<ul style="list-style-type: none"> See Teaching Guidance for information on using role play. These strategies should be shared with parents/carers using the parents/carers leaflet. See The Parents/carers Personal Safety Leaflet in the Teaching Guidance. Resource 3 Lost and Found Poster can be used to develop discussion around the strategies used in the role plays above. It may be useful to remind children of the SEAL Ways to Calm Down strategies which may be helpful in stressful situations. For children who are less confident in being able to tell someone their address, activities such as the following will help reinforce this learning: Invite the children to draw a picture of their home. Ask the children for their full name and address and write it on the home. Use the following words in a song <i>Hello, hello, who are you? Where do you live? Tell me do</i>. In Circle Time, invite the group to sing the song to each child and allow this child to reply with their name and address. Be aware of children in your class who may not know  or have a permanent address <i>e.g. Travellers, Looked After Children</i>. Play a board game with counting squares set on a road scene. When the children land on a house, they have to say, 'I live at.....'. You can extend this activity by encouraging the children to learn and recall a home or parent/carers mobile phone number. For an electronic Board game template, see the Teaching Guidance. For Hector's World, see www.thinkuknow.co.uk

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To be able to identify safer places to play.	To be able to: <ul style="list-style-type: none"> describe safer places to play say how I can keep myself safer in different play places 	5.1 Is it Safe? Ask the children to talk about their experiences of playing outside and encourage them to think of places inside and outside where it would be unsafe to play. Ask them if they have ever played <i>Hide and Seek</i> and then complete the following sentence stems: <i>A place where it is safe to play hide and seek is...</i> , and <i>A place where it is unsafe to play hide and seek is ...</i> . Encourage the children to consider reasons why these places may be safe or unsafe. You could use other games such as <i>football</i> , <i>tag</i> etc.	
		5.2 Play it Safer. Arrange a class visit to local play areas and take digital photographs of them. Use these images on your interactive whiteboard. Looking at each photograph in turn, ask the children what they need to be careful about in that particular place and also what things they could do to keep themselves safer. Ask the children who needs to know where they are when they are out playing. Discuss the different people who might be in charge of them. Ask children to draw pictures of themselves playing in their favourite play places. Support them in writing a sentence about why they have chosen this place. Display the drawings as a focus for reiterating the messages relating to safer places to play.	<ul style="list-style-type: none"> Be sensitive to the fact that the majority of children  may not be allowed out to play on their own at this age. They may, however, play unsupervised in their front gardens and the same skills are required. See use of cameras in the Teaching Guidance.

Section D - Personal Safety

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To be able to name parts of the body including the external sexual parts.	<p>To be able to:</p> <ul style="list-style-type: none"> recognise and name different parts of the body recognise intimate/private body parts use family words to name intimate/private body parts use doctors words to name intimate/private body parts 	<p>6.1 Bathing baby You may find it easier to do this activity with small groups of children, rather than the whole class together. For each group you will need:</p> <p>2 baby dolls which have intimate body parts, one male and one female</p> <p>a filled baby bath</p> <p>towel</p> <p>soap</p> <p>shampoo</p> <p>cotton wool</p> <p>nappy cream</p> <p>nappy</p> <p>clothes.</p> <p>Show the children how to bath the baby, emphasising safety rules about water temperature etc. As you are doing this, encourage the children to name the body parts <i>e.g. face, ears, wrists, legs, etc.</i> including the intimate body parts. Lift the baby out of the bath and show how to clean and dry the baby, including the skin creases to ensure that the baby does not get sores. At this point demonstrate how to apply nappy cream and use the correct anatomical or 'doctor' names for the intimate body parts <i>e.g. penis, vagina, vulva</i>. Encourage the children to repeat these words.</p> <p>End the activity by putting the nappy on and allowing the children to choose the clothes for the doll. Try not to encourage stereotyping of pink for a girl and blue for a boy.</p>	<ul style="list-style-type: none"> The Bathing Babies activity is also included in unit BG F My Body and Growing Up as part of the children's Sex and Relationships Education. The activity is used to teach an understanding of the differences between male and female bodies as well as naming body parts including the external sexual parts. If you have already shared this activity with the children, you may want to simply recap on any learning involved. See Use of Vocabulary in Primary SRE from the SRE Toolkit. During activities 6.1 and 7.2 children may volunteer names for the sexual parts of the body. Many children of this age will have learned colloquial or family names for body parts such as 'willie' or 'minnie'. Current SRE guidance recommends that teachers accept colloquial or family terms as well as introducing correct anatomical names such as 'penis', 'testicles', 'vagina' and 'vulva'. Introducing correct anatomical words early on ensures that all children share a common language for making themselves understood during classroom activities and in situations involving personal safety. It is important to work in partnership with parents/carers regarding these aspects of PSHE. The Parents/Carers Personal Safety Leaflet in the Teaching Guidance will support parents/carers in having conversations with their children including about body parts. If possible, invite a parent/carer with a real baby into your classroom, who is willing to show the children how they bath and change the baby. Songs about bodies can be sung during this activity. Many can be downloaded from the Internet (Google search 'children's songs about the body').

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
7. To be able to identify and distinguish between different touches.	To be able to: <ul style="list-style-type: none"> understand that people respond differently to different touches know that some touches are good and some are bad understand that no one should touch my intimate areas, apart from for health or hygiene reasons understand the need to tell someone in my Safety Circle if I have been touched in a <i>No</i> or <i>I'm not sure</i> way 	<p>7.1 Feely Bags. For this activity you need a set of small cloth drawstring bags, just big enough to hold an object and allow a child to place their hand inside without revealing the contents. Place something that the children can feel into each bag. They must not look, only feel. Choose objects that give a variety of sensations, including some that have a definite scent. The selection might include: <i>herbs, rice grains, cotton wool, conkers, leaves, crumpled up paper, dried pulses, pasta, shells.</i></p> <p>Seat the children in a circle and pass the bags around. Invite the children to take turns to feel inside the bags and comment on the sensations it gives them. They should not be guessing what the object is, they should describe the feeling they get from it. Always allow a child to say '<i>No</i>' or pass on a turn if they do not want to feel inside the bags. This activity gives the children the opportunity to explore different touch sensations and understand that they may like something that others do not like and that we all like different touches.</p>	<ul style="list-style-type: none"> Be aware that some children may be allergic to latex,  nuts etc. when choosing objects to be used in the feely bags. You may find it useful to use the booklet My Book, My Body, which has lots of activities to reinforce the touch rules.
		<p>7.2 'Yes' and 'No' Touches. Following on from activity 7.1. ask the children for examples of touches they like to have and give to people at home <i>e.g. hugs, snuggling up on the sofa etc.</i> These are all touches that make us feel good, they are <i>Yes</i> touches. Invite the children to share examples of touches that make us feel bad <i>e.g. pushing, hitting.</i> These are touches that make us feel bad, they are <i>No</i> touches. Using the Touches Posters on your interactive white board, discuss <i>Yes</i> and <i>No</i> touches including some of the reasons that doctors or nurses might need to touch people. During this discussion, explain that sometimes doctors and nurses need to touch the intimate/private areas of our bodies to help us get better or find out what is wrong. Explain that there is no touch, kiss or hug that ever needs to be kept a secret. Children should always tell someone in their Safety Circle if they have a '<i>No</i>' or '<i>I'm not sure</i>' feeling.</p>	<ul style="list-style-type: none"> See Resource 4 Touches Poster This activity promotes discussion and acknowledges how what may be a <i>Yes</i> touch for one person could be a <i>No</i> touch for another. Read the story Your Body Belongs to You, which gives a clear message that everyone has the right to say '<i>no</i>' to touches which give them a '<i>no</i>' or '<i>I'm not sure</i>' feeling.


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>8. To be able to recognise what a secret is.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe what a secret is understand the need to tell someone in my Safety Circle if I have been asked to keep a secret that makes me feel sad, frightened or angry or 'No' or 'I'm not sure' feeling 	<p>8.1 Secrets. This activity helps children begin to understand what secrets are. Read the story Mary's Secret. Explore the children's understanding of the word 'secret' by asking the following questions:</p> <ul style="list-style-type: none"> What was Mary's secret? Did she keep her secret? What happened when Mary told Anne? Did Anne keep the secret? <p>Encourage children to share their understanding of what a secret is and any experiences that they may have had of being told or asked to keep a secret. Children might share examples of secrets <i>e.g. buying a present for mummy's birthday.</i></p> <p>Reassure the children that it is always right to tell someone in their Safety Circle if they are told or asked to keep a secret that makes them feel sad, frightened or angry. A</p>	<ul style="list-style-type: none"> Read The Bog Baby for alternative fiction which explores secrets.

Section E - Being Assertive and Getting Support

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
9. To be able to use an assertive voice and body language.	To be able to: <ul style="list-style-type: none"> demonstrate empathy about sharing understand and say 'No' in different ways, both politely and more assertively depending on the situation understand the need to tell someone in their Safety Circle if someone has tried to make them do something that might hurt them or someone else 	9.1 Say No! Talk with children about sharing toys and equipment. Ask for (and model if necessary) examples of how to ask politely for a turn with the toy/equipment. Make it clear to the children that they do not always have to share a toy immediately it is asked for. Ask the children how they might resolve the problem of two children wanting the same thing, without asking an adult to sort it out. Give the children opportunities in pairs or in role play with an adult to practise saying 'No' or 'Not yet' in a polite way. Explain to the children that where someone will not take a polite 'No' for an answer, or where another child is physically threatening or hurting them, a firmer 'No' is required. Model the difference between a polite and more assertive 'No', emphasising the need for eye contact, a firm tone of voice and appropriate body language. Let the children practise saying 'No' assertively, perhaps in pairs or in role play with an adult. Tell the children that if the firmer 'No' does not stop the situation, they need to tell someone in their Safety Circle. Make sure the children know how they would do this.	<ul style="list-style-type: none"> This activity can also be found in FF F Family and Friends under a learning objective which explores what to do if someone is unkind to you.
10. To be able to identify how and when to tell.	To be able to: <ul style="list-style-type: none"> demonstrate that I understand a range of feelings understand they have many people who can help them if they have a problem understand they should tell someone from their Safety Circle if they have a problem or someone has done something to frighten them repeat the formula or words to indicate that they want someone to listen to them or they need help 	10.1 Telling. In this activity children are encouraged to express their feelings and needs. Read the story, Can't you Sleep Dotty? Discuss the pictures with the children and encourage them to join in with sound effects. Invite the children to consider the following questions: <ul style="list-style-type: none"> What is Dotty's problem? How did Dotty's friends try to help her? How did Dotty solve her problem? <p>Remind the children that if they have a problem they should tell someone in their Safety Circle.</p>	

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>10.2 Telling Someone. Remind children about their Safety Circles and ask for examples of people they have included. Using the class Persona Doll/puppet, introduce the following scenarios and explain that the Persona Doll/puppet needs to speak to someone. Invite the children to consider who they should have told in each of the cases.</p> <ul style="list-style-type: none"> • Yesterday, X was watching a DVD with his/her sister. It had scary monsters in it and X was really frightened. X didn't know what to do. • When X was at the park with his/her mum, a big boy came over and shouted very loudly close to X's face. • When X went to the toilet at playtime, two girls/boys were giggling outside the door and then started to rattle and look under it. X was really upset. <p>Invite the children to discuss different kinds of worries including examples of big worries and little worries. Ask them to consider if they would tell different people about each. Remind children that if they have a worry or someone has done something to frighten them they should tell someone in their Safety Circle.</p> <p>10.3 Gaining Attention. Using a Persona Doll, other doll, puppet or small world figures, invite the children to consider how the chosen figure might gain attention or ask for help with the following situations:</p> <ul style="list-style-type: none"> • They need help with something they are doing <i>e.g. they cannot do up their shoe laces after P.E.</i> • They are worried about something <i>e.g. they are tired because they heard shouting at home last night.</i> • They want to share some good news <i>e.g. their cat has had kittens.</i> • They have forgotten something <i>e.g. their packed lunch.</i> <p>Discuss with the children how they might need to have a formula of words prepared for these situations <i>e.g.</i></p> <ul style="list-style-type: none"> • 'Please listen' • 'This is important' • 'Please help me' • 'I am worried (frightened, upset, happy, excited) because ...' • 'I can't wait to tell you because ...' <p>Remind the children that they can always refer to their Safety Circle to identify someone who can help them.</p>	<ul style="list-style-type: none"> • When using Persona Dolls it is important that the children have ownership of the name given to the doll. Therefore, for the purpose of this activity, 'X' is used to represent this name. See Teaching Guidance for information on how to use Puppets and Persona Dolls. • There are links between this activity and learning in unit ME F My Emotions. • Teachers should use this opportunity to reiterate examples of when children should tell about e-safety issues. These might include seeing something on screen that is upsetting or worrying, receiving an upsetting message online or when the computer presents them with options that they do not understand. • See Teaching Guidance for information on how to use Puppets and Persona Dolls.


Section F - Road Safety


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
11. To understand basic road safety skills.	To be able to: <ul style="list-style-type: none"> talk about what is dangerous about being near roads identify and demonstrate strategies for keeping safer from road traffic including how to cross a road safely 	11.1 Ask the children to draw a picture of a busy road. In Circle Time, ask the children to share their picture and describe the types of traffic on the road and other things that may be happening in their road scene. Ask the children to consider what they think can be dangerous about being near roads and make a list of their suggestions. Show the children a photograph or picture of a busy road scene. Ask them to describe what the people in the picture are doing to keep themselves safe and use their observations to create some basic road safety rules. Invite the children to contribute any road safety rules or skills that they may have learnt at home. Ask the children to point out any unsafe situations in the picture and use these to reinforce the children's learning about road safety rules.	<ul style="list-style-type: none"> For information about Circle Time, see the Teaching Guidance. To support learning about road safety, you may want to consider inviting the School Crossing Patrol Person to talk to the children about their role in keeping children safe when they are crossing the street. You may also want to involve local Road Safety Advisors, the police or ambulance personnel. Read a book such as Stay Safe! On the Roads.
		11.2 As a follow on from activity 11.1 involve small groups of children in using role play equipment such as <i>zebra crossings</i> , <i>road markings</i> and <i>street signs</i> to reinforce basic road safety messages and enable the children to practise their road safety skills.	<ul style="list-style-type: none"> See Think! Education -Tales of the Road under Sources of Information and Support for the latest government guidance on road safety issues. Be aware of messages from home e.g. some children  may have been taught not to cross any road without an adult, whereas others may have been told that there are certain roads that they can cross alone.



Section G - Drug Education

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
12. To be able to identify common harmful substances.	To be able to: <ul style="list-style-type: none"> identify household items and substances that are safe for me to use by myself identify household items and substances that are unsafe for me to touch and are for adults use only talk about places in a house where unsafe items and substances are safely stored use my safety eyes and ears to work out if a household item or substance is safe or potentially unsafe 	12.1 In small groups, show the children a collection of everyday items, including a number of potentially harmful substances. Ask the children to name the objects and sort them into items which they themselves can use and items which are for adults only. Ask the children to think about the potential harm that could be caused by each of the 'adult only' items and list their ideas.	<ul style="list-style-type: none"> See BG F My Body and Growing Up for activities which explore naming parts of the body and understanding their functions. These activities also explore ways of caring for our bodies and should form the foundations for learning about personal safety and keeping safe. Potentially harmful substances can include cleaning agents or bleach, glue, medicines, cigarettes, animal food – only use empty and thoroughly cleaned containers.
		12.2 In small groups, talk to the children about the places in and around the home where people put medicines and other potentially harmful substances. Ask the children to draw and label pictures of the many potentially harmful things which might be found in places such as the following: <i>in a bathroom cupboard, a handbag, on a window sill, in a shed etc.</i> Ask the children to share their drawings and encourage them to discuss each item and place in which they can be found by posing questions such as: <ul style="list-style-type: none"> Who left it there? What is it for? Is it safe to look in here? Is it safe to touch, pick up, taste or try this? What must I do if I see or find this? <p>Ensure the children have included items such as <i>sweets, medicines, pills, liquids, creams, matches, different kinds of drink and containers of different kinds.</i></p>	<ul style="list-style-type: none"> This activity provides an opportunity to reinforce the safety rules including saying: <i>'No I won't'; 'I'm not sure'; 'I'll ask'; 'I'll tell'.</i> See Life Education Centre books: What could Harold do? and Hold on Harold! Practice saying 'No' with the children and remind them of all the people around them including people in their Safety Circle who will listen and help.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
13. To know what goes on to and into their body.	To be able to: <ul style="list-style-type: none"> name things that go on to my body name things that go into my body and describe how they enter my body (e.g. <i>through my mouth, cuts, injections etc</i>) describe in simple terms how substances that go into our tummies or lungs pass into our bloodstream Use <i>my safety eyes and ears</i> to work out if something is safe or unsafe to put on to or into my body talk about using a safety rule if I come across an item or substance that might be harmful (e.g. <i>I'm not sure. I'll ask someone about it. It's not O.K.— so I won't let it touch my body</i>). 	<p>13.1 Provide small groups of children with a large outline of a child. Ask them to surround the outline of the child with pictures of things that go on to a person's body e.g. <i>clothes, lotion, dirt, sun, plasters</i>. The children can use pictures cut from magazines or their own labelled drawings. Provide each group with 3 large pieces of paper labelled with symbols representing:</p> <ul style="list-style-type: none"> O.K. <i>I'm not sure</i> <i>I'll ask someone about it</i> <i>It's not O.K.— so I won't let it touch my body.</i> <p>Ask the children to think about each drawing surrounding the outlined body and how they would feel if they or someone else put these different things on their body.</p>	<ul style="list-style-type: none"> This activity provides an opportunity to reinforce the safety rules including saying: <i>'No I won't'; 'I'm not sure'; 'I'll ask'; 'I'll tell'</i>. Practise saying 'No' with the children and remind them of all the people around them, including people in their Safety Circle, who will listen and help.
		<p>13.2 In Circle Time, provide children with pictures of things which can enter the body e.g. <i>berries, smoke, wasp stings, pins, medicines, smells, food</i>. Ask the children to complete sentence stems such as, <i>I think berries can go inside my body when....</i>. Make a list of the children's suggestions and discuss the various ways in which things can enter our bodies, e.g. <i>via our mouths, ears, eyes, and through breathing, drinking, sniffing, injections, cuts and accidents</i>.</p>	<ul style="list-style-type: none"> This activity provides an opportunity to discuss who encourages us to put things in our body, when this is safe and when it may be harmful.
		<p>13.3 In small groups, ask the children to paint a large-scale picture of what they think is inside their body. Ask the groups to share their paintings with the class. Ensure the children are aware of the heart and the bloodstream. Explain in a clear but simple way how things that we eat and drink go into the tummy or stomach and intestines and that some of them then pass into the bloodstream and are carried around the body. Explain in a clear but simple way how things we breathe in go into the lungs and that some of them then pass into the bloodstream and are carried around the body.</p>	<ul style="list-style-type: none"> Many children will not be ready for formal diagrams and language for parts of the body. It is possible to explain that what we eat, drink and sniff etc. finds its way around our body without attempting to explain body systems.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>13.4 In Circle Time, remind the children of all the ways in which things enter their bodies. Use the items from activity 13.2 and the children's paintings from activity 13.3 to help the children understand what happens when these things have entered their body <i>e.g. Where do food, drink, pills and injections go?</i> Using the following categories again:</p> <ul style="list-style-type: none"> • O.K. • I'm not sure • I'll ask someone about it • It's not O.K.— so I won't let it touch my body. <p>Encourage the children to think about how they would react to things entering their body.</p>	
<p>14. To understand what medicines are and why some people need medicines.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • describe an experience of being unwell including how I felt • name some trusted people who look after me when I am unwell • name some places that my trusted people may take me to when I am unwell (<i>e.g. doctors, hospital</i>) • describe some things that help to make me better when I am unwell (<i>e.g. staying in bed, a hot water bottle, medicine</i>) • explain that some people use medicines when they are unwell and need to get better or to stop them becoming unwell • explain what medicines look like (<i>e.g. pills, liquid, cream, in bottle</i>) and how they are taken (<i>e.g. by mouth, rubbed on the skin</i>) 	<p>14.1 Ask the children to draw and write about a time when they were ill and who and what made them better <i>e.g. the doctor, staying in bed, hot water bottle, the chemist, medicine</i>. In Circle Time, ask the children to share their drawings and talk with them about their experiences. Encourage them to talk about:</p> <ul style="list-style-type: none"> • How they felt and what happened, <i>e.g. having a temperature, having an asthma attack, taking medicine</i> • Who looked after them, <i>e.g. parents/carers, doctors and nurses</i> • Places they might have visited in order to get health care, <i>e.g. surgeries, clinics, hospitals</i>. <p>Ensure that the children understand that medicines are something that some people take to prevent them from becoming ill, or when they are ill and want to get better.</p>	<ul style="list-style-type: none"> • See Draw and Write in the Teaching Guidance. • Be aware that some parents/carers may choose not to use medication on themselves or their children.  <ul style="list-style-type: none"> • There are opportunities here to talk about the caring aspects of getting better as well as the use of medicines. • See unit BG F My Body and Growing Up for further activities which explore who are the special, trusted people who have a responsibility for caring for us.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>14.2 Provide the children with small pieces of paper and ask them to draw and label pictures of medicines. In small groups, ask the children to share their drawings and sort them into different groups such as <i>creams, sprays, liquid in bottles, pills</i>. Discuss the different ways that medicines look and how they are taken. Remind the children that medicines are taken to keep us well and make us better. Encourage the children to talk about how they felt before and after taking medicines by asking them to complete the sentence stem, <i>A time when I took some medicine was... A</i></p>	<ul style="list-style-type: none"> Medicines are a common feature of many children's lives and are an important and positive aspect of ensuring that they remain healthy.  Include examples of situations where taking medicine regularly is vital to maintaining good health such as children with asthma and other chronic health conditions. Be sensitive to the feelings of children and staff who use regular medication and discuss issues prior to the whole class work. You may wish to introduce the word 'drug' here and explain that all medicines are drugs. Children need to understand that medicines can be very helpful. However if someone has too much, takes the wrong one or uses someone else's, they could be very harmful. Consider then the safety rules that we have for medicines – at home and at school, including known trusted people who help us.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
15. To understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it.	<p>To be able to:</p> <ul style="list-style-type: none"> talk about why it is important that only trusted adults who know me and understand why I take medicine and how much I need, should help me to take my medicine identify adults in my Safety Circle who could help me to take my medicine identify other people whose job it is to help me with my medicine (e.g. doctors, nurses, health visitors) identify some safe places at home where medicines should be stored describe some rules for keeping safe around medicines (e.g. <i>only take medicines that have been prescribed for you, never take or touch anything just because someone tells you to</i>) 	<p>15.1 Ask the children to draw pictures of people who have given them medicine e.g. <i>Mum, Dad, the doctor, the nurse</i>. In Circle Time, ask the children to share their drawings and discuss with them the importance of these people being safe people and how we know that they are safe. Ask the children where these medicines came from e.g. <i>the bathroom cupboard, the clinic</i> and make a list of their responses. Give the children a picture of a bathroom or kitchen and ask the children to put a green ring around the safe places where medicines should be stored.</p> <p>15.2. In small groups, read the following scenarios to the children:</p> <ul style="list-style-type: none"> <i>Jessica found a bottle of red shiny pills which looked like sweets. She wanted to eat a few.</i> <i>Richard was playing a game called 'Strong Men' with Gavin. They found a bottle of pink liquid which Gavin said was his Gran's medicine and it helped her to breathe. Gavin told Richard to take some because it would make him stronger and make the game better.</i> <i>Paul felt poorly and found a bottle of medicine with his sister's name on it.</i> <i>Sarah saw an inhaler dropped on the playground at the end of break.</i> <p>Ask the children to give the characters some advice on how they could keep safer in this situation and record their suggestions. Guide the discussion and use the children's responses to form a number of <i>Medicine Wise</i> rules.</p>	<ul style="list-style-type: none"> Be sensitive to the different circumstances of children, including family routines and household practices.  Remind the children of the trusted people they have identified in their Safety Circle, who they can go to for help or talk to if they are worried or upset about anything. Safety rules regarding medicines include: <ul style="list-style-type: none"> Do not open any container unless you know it is safe. Only take medicines if they are given to you by a safe person. Never take anyone else's medicines. Never touch syringes as they are sharp and may be infected with germs. Never take or touch anything just because someone tells you to, say 'No', 'I won't', 'I'll ask' or 'I'll tell someone'. Cough 'sweets' are familiar to many children and may be used freely by some. Although these substances might be relatively safe, behaviour and attitudes associated with them might need to be questioned. If appropriate, refer to your school's Use of Medicines Policy. Some children may take vitamins – these are not classed as drugs but as food supplements. 

Resources to Support this Unit

The following resources are included in the KS F Resource Pack linked to this unit:

1. Safety Scenario Posters
2. Safety Scenarios
3. Lost and Found Posters
4. Touches Poster

These resources are directly referenced within this unit:

Mary's Secret David McKee

Can't Sleep Dotty Tim Warnes

A Present for Paul Bernard Ashley and David Mitchell

Stay Safe! On the road (Little Nippers) Lisa Bruce

Hold on Harold! Janet Forshaw and Amanda Kirkpatrick – available through Life Education Centres

What should Harold do? Janet Forshaw and Amanda Kirkpatrick – available through Life Education Centres

Teacher Activity Pack – activities for Nursery and Reception - available through Life Education Centres

Your Body Belongs to You Cornelia Spelman

My Book, My Body Anne Peake

Hector's World www.thinkuknow.co.uk
Published by CEOP as part of the ThinkUknow website
Feely bags
Male and Female baby dolls with intimate body parts
Baby bath, towel, soap, shampoo, cotton wool, nappy cream, nappy, clothes
Sylvanian Families/small world people

These may also support work on this unit:

Start Up Geography: Traffic and Safety Anna Lee

Start Up Citizenship: The Local Police Louise and Richard Spilsbury

The Bog Baby Jeanne Willis

Lost and Found Oliver Jeffers

I Don't Want to go to Hospital Tony Ross

Nita Goes to Hospital Henriette Barkow

Spotty Dotty Miriam Moss and Joanna Mockler

Secrets in the Mist Margaret Nash

Sources of Information and Support

The school/establishment's Designated Person for Child Protection

Adults working in the school/establishment who are worried about children should seek advice from their Designated Person for Child Protection.

Education Child Protection Service, Cambridgeshire County Council

The Education Child Protection Service contributes to protecting and safeguarding children and young people by providing training, support and advice to staff in schools and educational settings to enable them to fulfil their duties and responsibilities under current legislation and guidance relating to child protection. Training for staff from primary aged schools/ settings and Local Authority services on the Personal Safety aspects of this unit can be requested by telephoning 01223 729039.

Royal Society for Prevention of Accidents (ROSPA)
www.rospace.com

Promotes safety and the prevention of accidents at work, at leisure, on the road, in the home and through safety education. They are a registered charity and have been at the heart of accident prevention in the UK and around the world for more than 90 years.

ChildLine www.childline.org.uk
A free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support by phone and online, 24 hours a day. Children and young people can call ChildLine on 0800 1111.

ChildLine Schools Service

The ChildLine Schools Service is provided free of charge to all primary schools in the UK. It gives Year 5 and 6 pupils:

- a clear understanding of abuse in all its forms, including bullying
- knowledge of how to protect themselves
- an awareness of how to get help and support through ChildLine and other support networks.

They deliver an assembly followed by an interactive workshop. To find out more please contact ChildLine Schools Service on 08448920 225 or for the Area Co-ordinator for Cambridgeshire call 01954 719 116.

NSPCC www.nspcc.org.uk
Services include the NSPCC helplines, general enquiries and specialist advice and information for adults and professionals in order to help them protect children.

Life Education Centres (LEC) www.lifeeducation.org.uk
(National Coram Life Education website)
Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.
Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

Links between Unit KS F and the LEC Programme:

The Nursery LEC programme considers some of the things that go on to and into their bodies.

The Reception LEC programme develops awareness of things that go on to and into their bodies, including medicines. It addresses safety rules for medicines and people who help them stay safer

Road Safety Service

www.cambridgeshire.gov.uk/transport/safety
Refer to Cambridgeshire Road Safety Service on 01480 375105 (or your local Road Safety Service) for information and resources about Road Safety Education and Safer Routes to School in the local area.

Think Education think.direct.gov.uk

A huge selection of resources with sections for children, teachers and parents. This site includes access to all road safety campaign materials and excellent graded lesson plans and resources for the primary age group. The material in this unit is wholly consistent with these resources.

BRAKE www.brake.org.uk

A charity that provides information and guidance on road safety for teachers including lesson ideas. It also provides links to a range of interactive road safety websites for children.

Road Safety Week www.roadsafetyweek.org

An initiative by BRAKE and other partner agencies. The site provides materials and resources on road safety for schools to use during this week.

The Children's Traffic Club www.trafficclub.co.uk

An award winning road safety programme for early years children which includes interactive activities and which teach children how to keep safe when out and about.

Sunwise www.sunwiseset.co.uk

Sunsmart www.sunsmart.org.uk
Provide resources for teaching about sun safety.

Think Safe www.juniorcitizen.org.uk

Think Safe is an active safety training programme in which children take part in mock ups of dangers they may face in everyday day life and learn through experience how to deal with them. It is run by Hampshire County Council. The Kidszone activities on this website are based on activities found in the Think Safe pupil's handbook.

British Red Cross www.redcross.org.uk

A volunteer-led humanitarian organisation that helps people in crisis, whoever and wherever they are. They have a resource for teaching primary school children First Aid called Life. Live it.'

See www.redcross.org.uk/teachchildrenfirstaid

St John Ambulance www.sja.org.uk

National organisation providing First Aid training. See the website to contact your local team and book training for pupils or staff.

First Aid Training Services Ltd

www.first-aidtrainingservices.co.uk/home

First Aid Training Services, based in Cambridgeshire, will deliver First Aid training to primary schools.

Outdoor Education Adviser Service

Cambridgeshire schools - Refer to CCC portal resource id 279. For advice and guidance about planning and organising visits and out of school learning opportunities see Evolve website www.cccpccvisits.org.uk
For national information and guidance about organising visits and off site learning, see www.oeapeg.info.

To find your local Outdoor Education Adviser visit www.oeap.info

Learning Outside the Classroom www.lotc.org.uk

The Learning Outside the Classroom Manifesto, launched by the DES in 2006, acts as a shared statement of intent for all who see the benefits to young people and want to help bring about this vision of high quality, meaningful learning experiences outside the classroom. The site also includes practical guidance, resources and CPD modules.

Nothing Ventured ... Balancing risks and benefits in the outdoors Tim Gill. Published by the English Outdoor Council

www.englishoutdoorcouncil.org

Think You Know www.thinkuknow.co.uk

The Child Exploitation and Online Protection (CEOP) Centre website giving clear e-safety advice and guidance to children, teachers and parents/carers.

Cambridgeshire Education ICT Service

The E-learning team provides a wide range of curriculum advice on all aspects of ICT, including the use of a learning platform and guidance on e-safety. Email: icthelpline@cambridgeshire.gov.uk

Cambridgeshire PSHE Service Drugs Toolkit

In this toolkit you will find a full range of documents to support teaching, working with parents, policy development and resourcing for Drug Education. Refer to the **Resources** menu on the PD Planner

Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.

For Cambridgeshire schools contact the PSHE Service

Cambridgeshire Primary Personal Development Programme

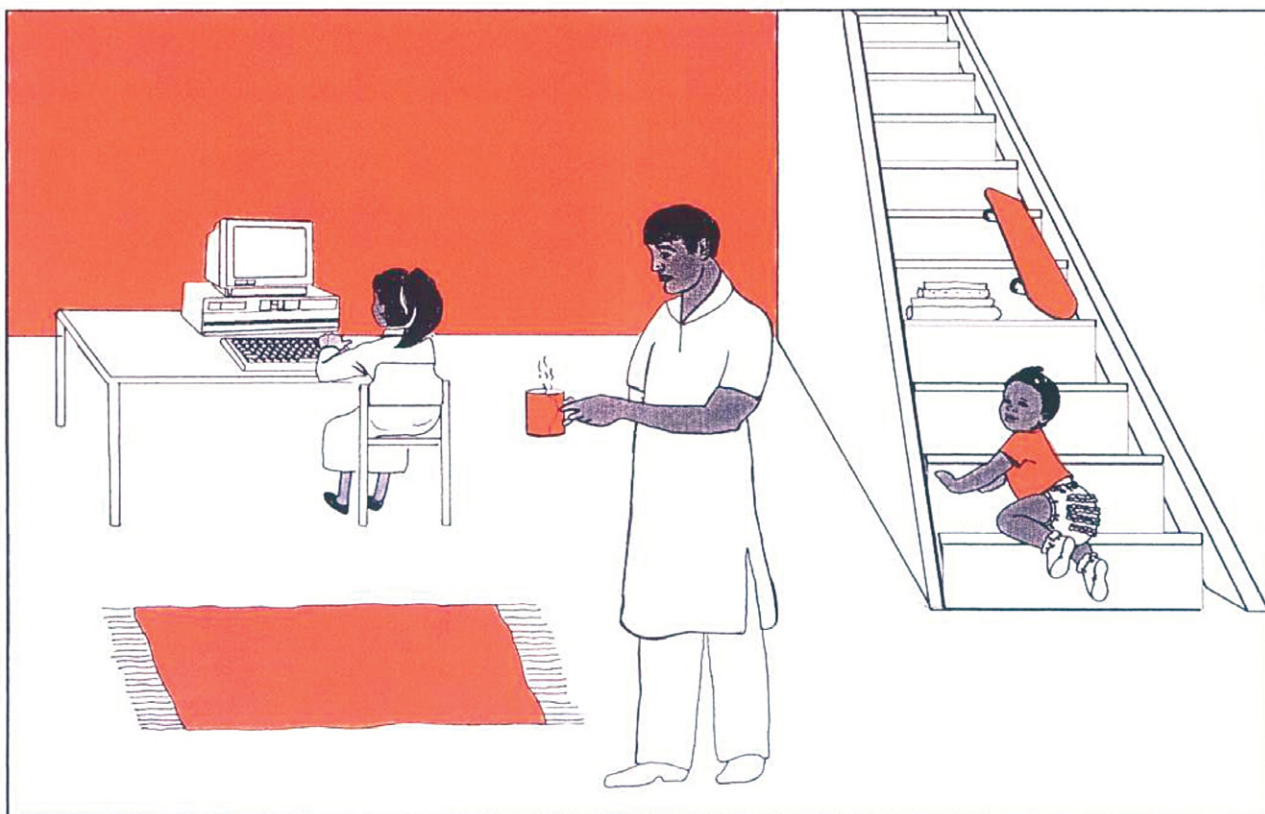
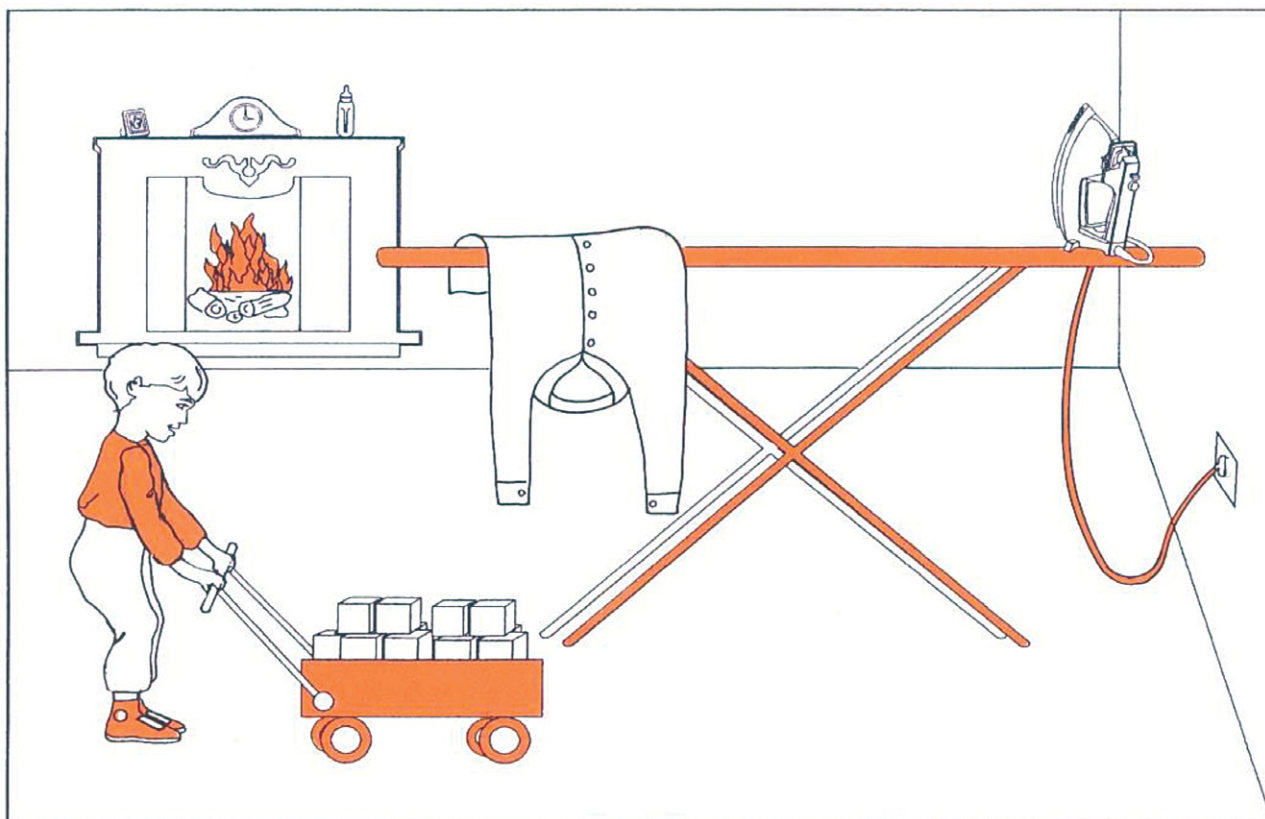
Healthy and Safer Lifestyles 2 • KS F Keeping Safe

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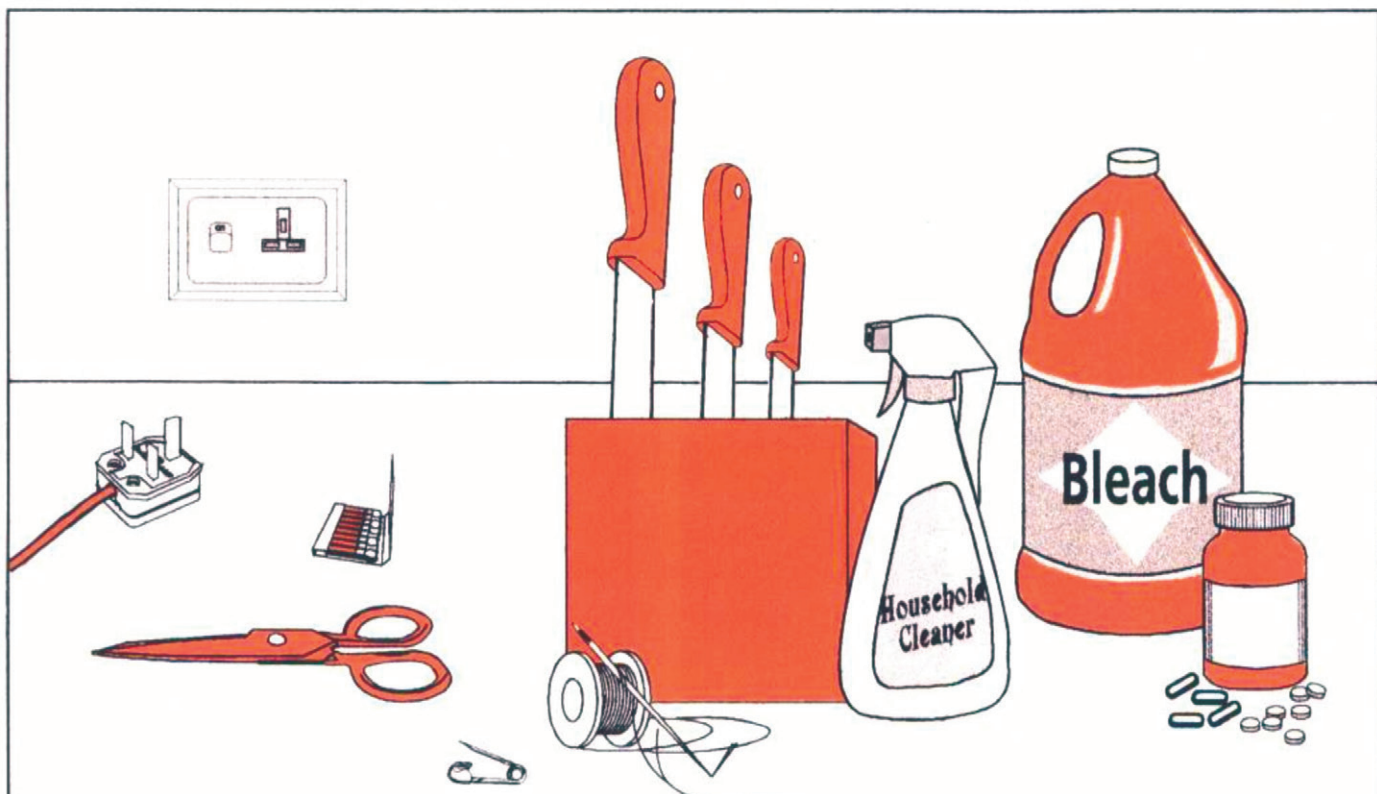
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Resource 1 - Safety Scenario Posters



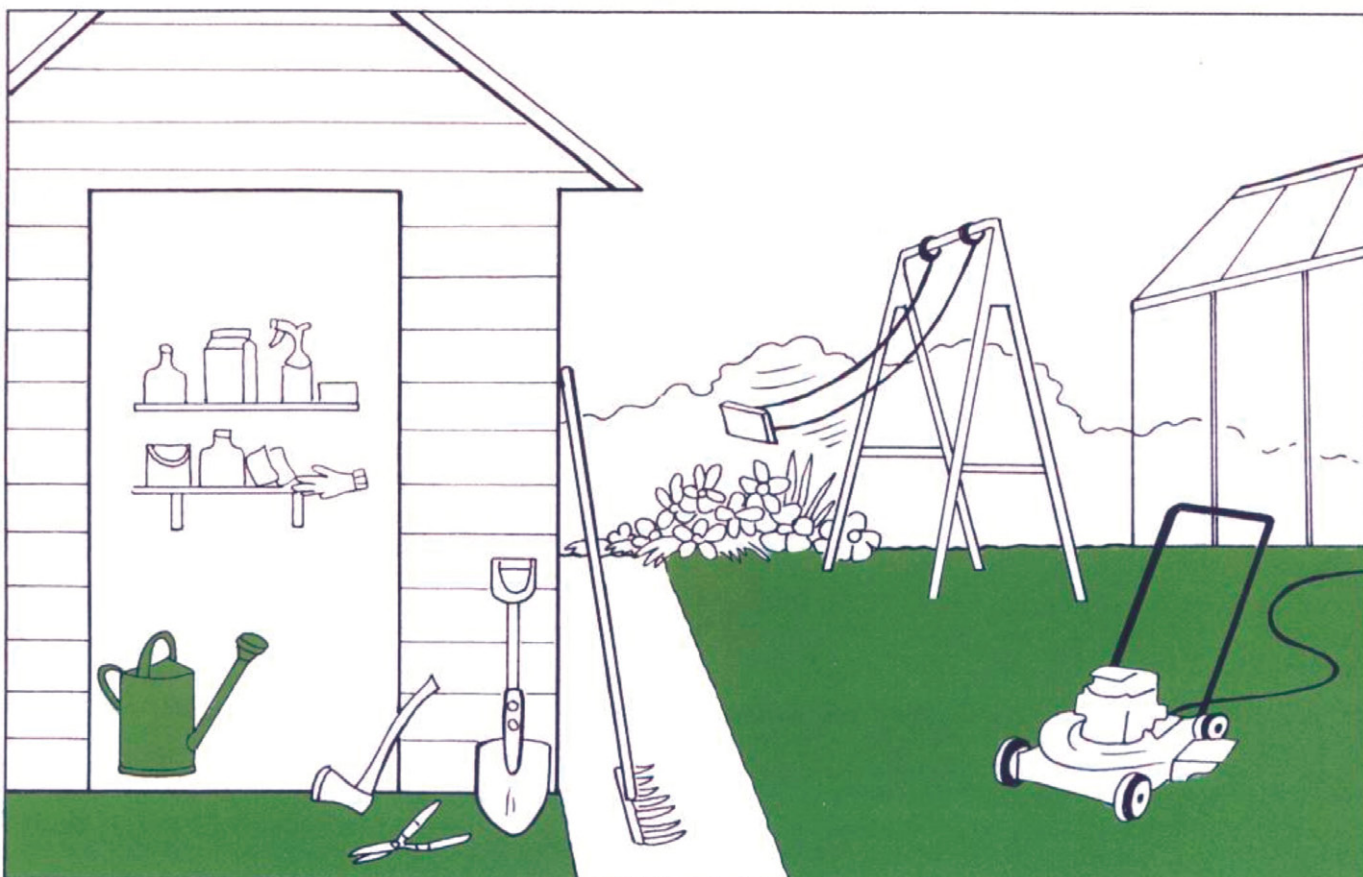
Cambridgeshire Primary Personal Development Programme

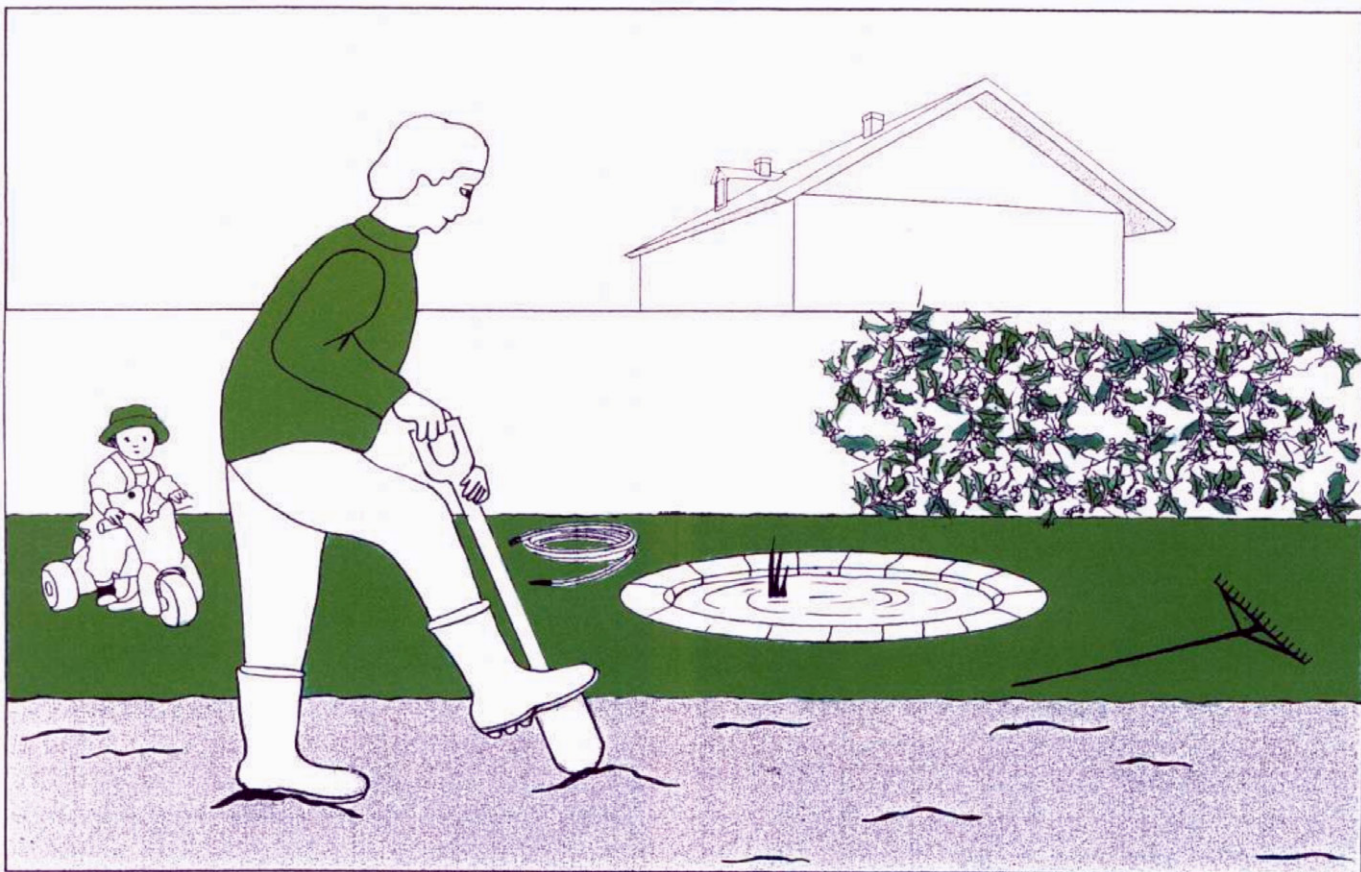
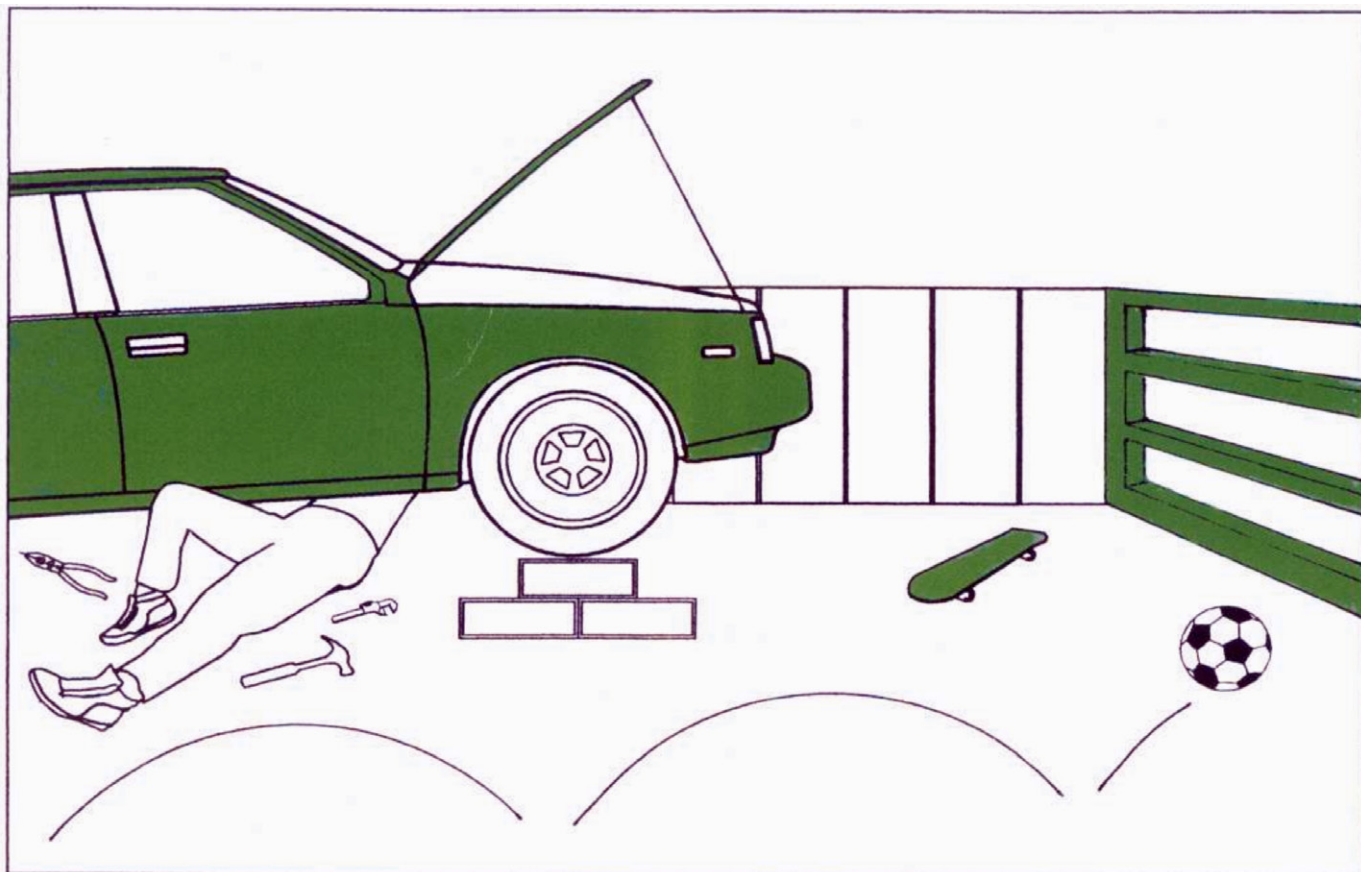
Healthy and Safer Lifestyles 2 • KS F Keeping Safe



Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 2 • KS F Keeping Safe





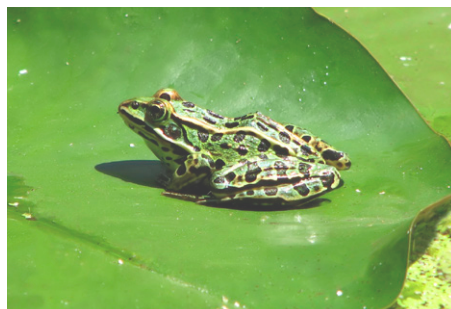
Resource 2 - Safety Scenarios

- Shelley is playing in her garden with Mohamed. She sees a frog sitting on a lily pad in the middle of the garden pond. Mohamed tells Shelley that he wants to reach across the pond to hold the frog.
- Shelley uses her safety eyes and ears.

- What risks does Shelley spot when she uses her safety eyes and ears?

- How can they keep safer?

- What safety rules should they follow?



- Becky and Audrina are playing outside. They see the neighbours' dog in the garden next door. The dog is by the garden gate and is barking loudly. Becky thinks the dog is lonely and she want to pat him. Audrina uses her safety eyes and ears.

- What risks does Audrina spot when she uses her safety eyes and ears?

- How can they keep safer?

- What safety rules should they follow?



Agnes and Ellen are swimming in the leisure centre swimming pool. They are in the shallow end. Agnes is still learning to swim. Ellen wants to swim in the deep end and she asks Agnes to follow her down to the deep end. Agnes uses her safety eyes and ears.

What risks does Agnes spot when she uses her safety eyes and ears?

How can they keep safer?

What safety rules should they follow?



Jonny and Julian are walking through the woods to get to the park. Jonny throws his football into the air and it bounces off a tree. The ball flies threw the air and then rolls onto a nearby railway track. Julian wants to walk across the railway track to fetch the ball because without the ball they can not play football. Jonny uses his safety eyes and ears.

What risks does Jonny spot when he uses his safety eyes and ears?

How can they keep safer?

What safety rules should they follow?



Kathryn is playing at Amelia's house. They decide to play outside because it is a warm and sunny day. Kathryn has brought some sunscreen with her and she wants to put it on. Amelia says there is not enough time to put on sunscreen. Kathryn uses her safety eyes and ears.

What risks does Kathryn spot when she uses her safety eyes and ears?

How can they keep safer?

What safety rules should they follow?



Justin and Brody are finding shells on the beach and collecting them in a bucket. Justin finds a strange looking sharp object. He wants to take it home as it may hurt someone if it is left on the beach. Brody uses his safety eyes and ears.

What risks does Brody spot when he uses his safety eyes and ears?

How can they keep safer?

What safety rules should they follow?



Olivia and Simon are playing outside in the snow. Olivia sees some children walking on the frozen pond and she wants to copy them. Simon uses his safety eyes and ears.

What risks does Simon spot when he uses his safety eyes and ears?

How can they keep safer?

What safety rules should they follow?



Ashley is playing at Scarlett's house. Ashley finds some matches on the kitchen table. She wants to take a match out of the box to have a look at it and to see how it works. Scarlett uses her safety eyes and ears.

What risks does Scarlett spot when she uses her safety eyes and ears?

How can they keep safer?

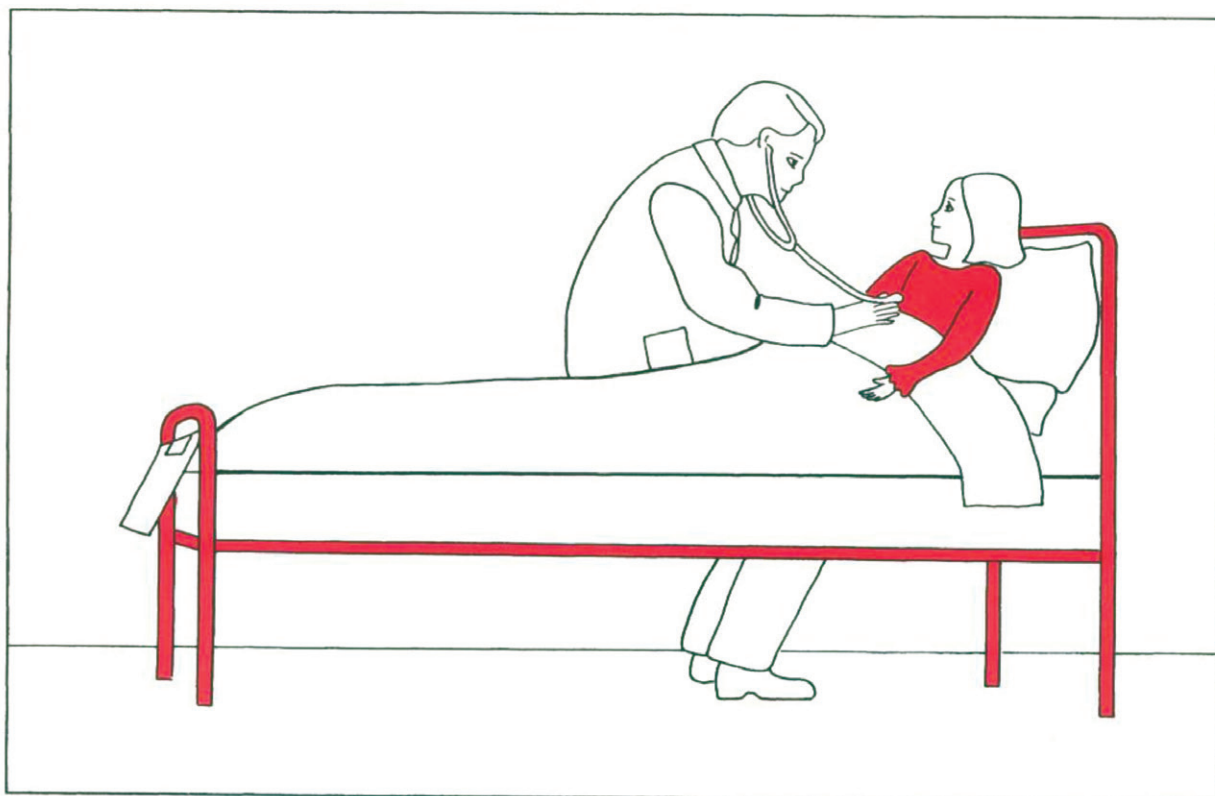
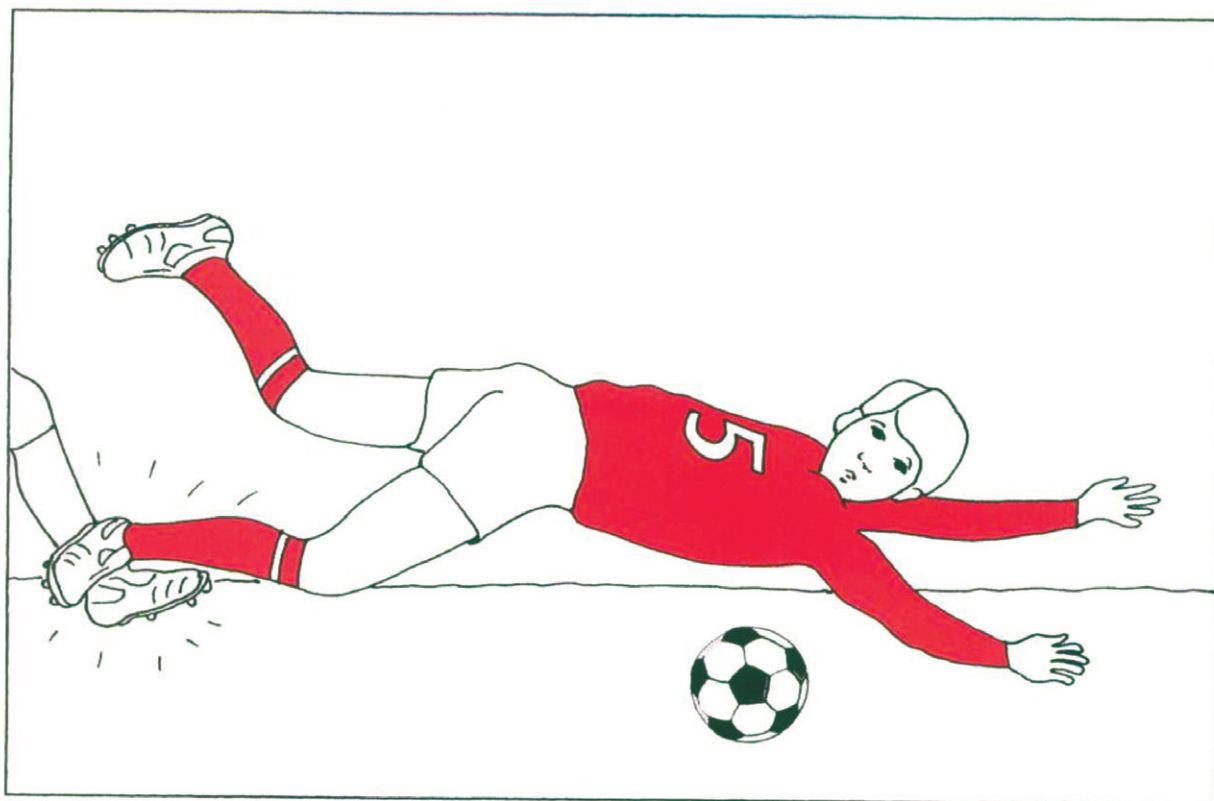
What safety rules should they follow?

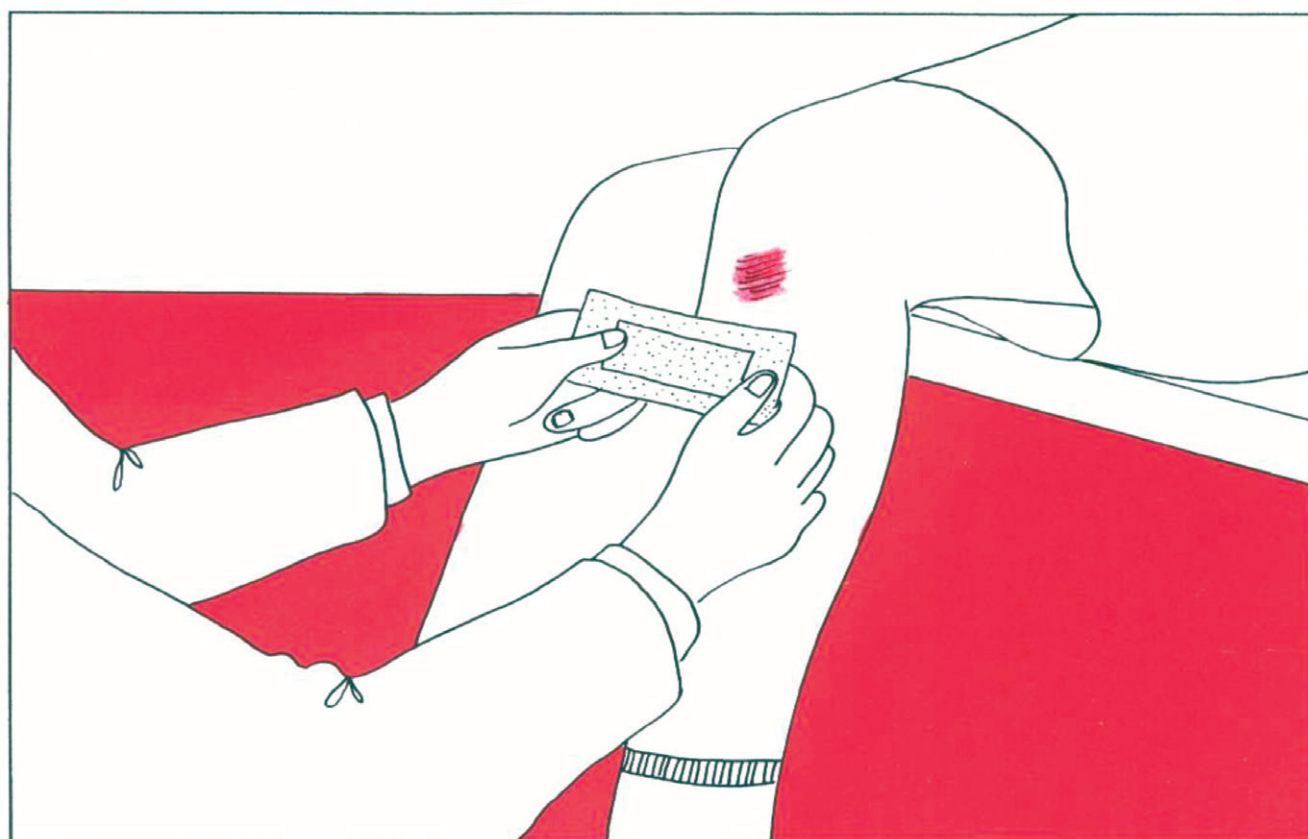


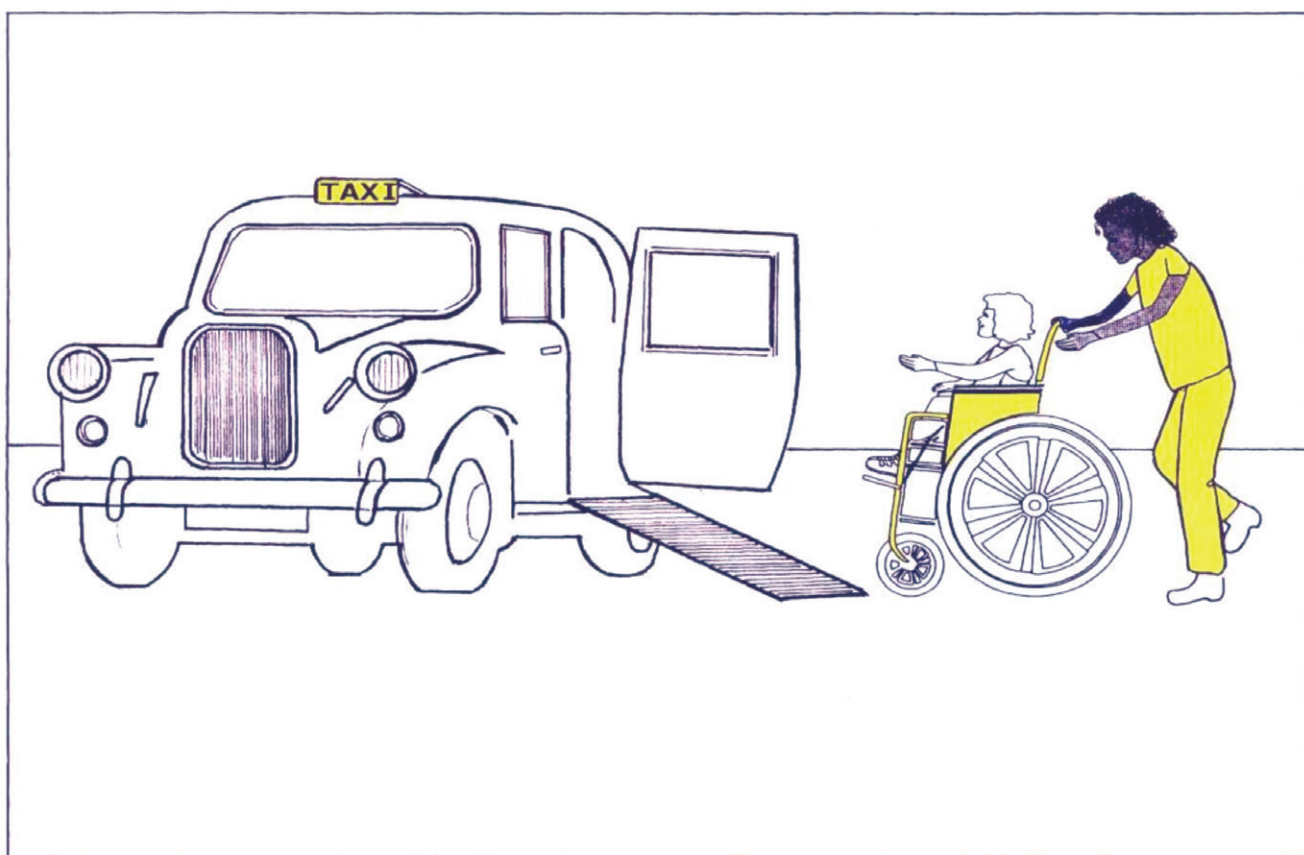
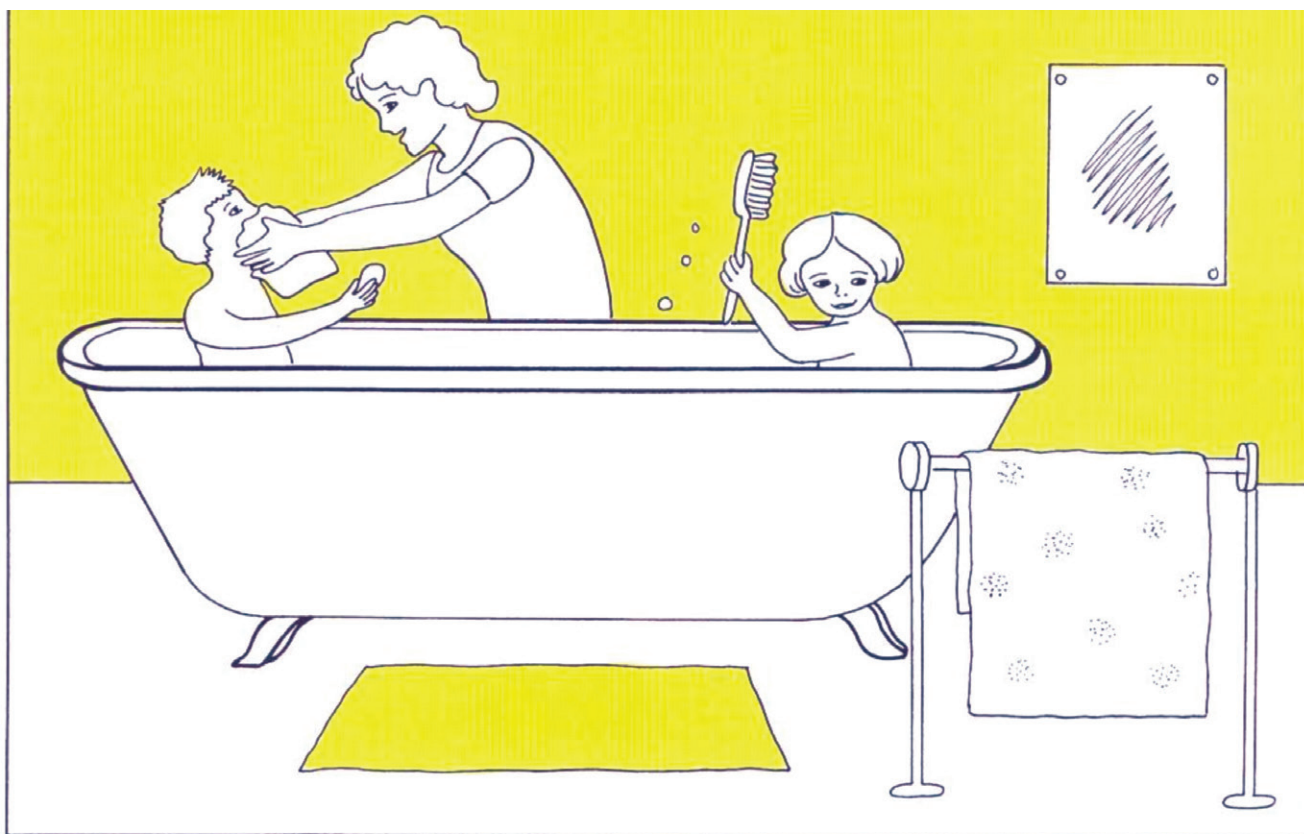
Resource 3 - Lost and Found Posters

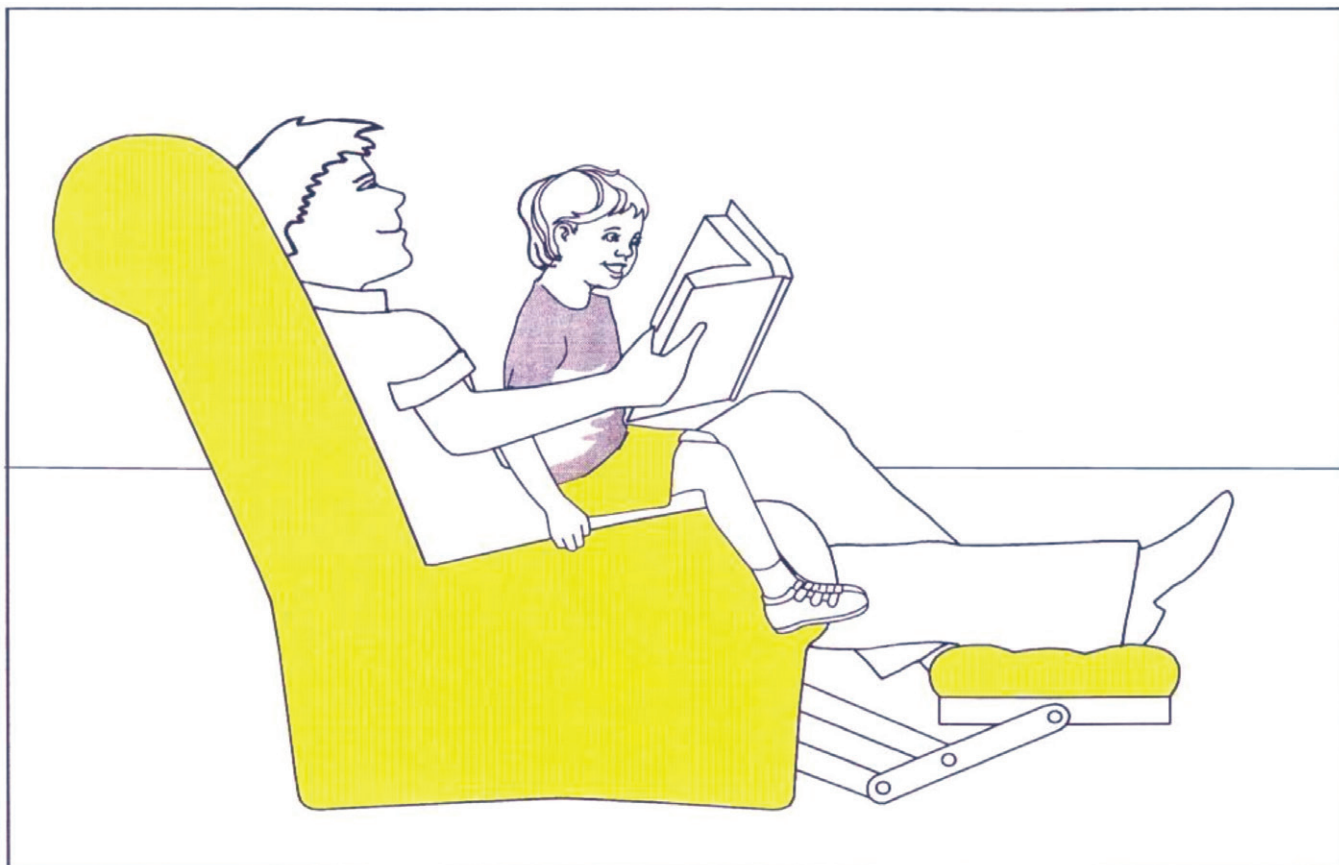


Resource 4 - Touches Posters









Healthy and Safer Lifestyles 2 KS F Keeping Safe					R	A	G	Notes
Section A - Identifying Trusted Adults								
1. To be able to identify trusted adults who children could talk to and ask for help.								
Section B - Assessing Risk								
2. To be able to assess risks in the school and its grounds.								
3. To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways.								
Section C - Out and About								
4. To be able to develop a strategy to keep safer when lost.								
5. To be able to identify safer places to play.								
Section D - Personal Safety								
6. To be able to name parts of the body including the external sexual parts.								
7. To be able to identify and distinguish between different touches.								
8. To be able to recognise what a secret is.								
Section E - Being Assertive and Getting Support								
9. To be able to use an assertive voice and body language.								
10. To be able to identify how and when to tell.								

Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class: _____ Teacher: _____ Term: Autumn/Spring/Summer

Healthy and Safer Lifestyles 2 KS F Keeping Safe		R	A	G	Notes
Section F - Road Safety					
11. To understand basic road safety skills.					
Section G - Drug Education					
12. To be able to identify common harmful substances.					
13. To know what goes on to and into a young child's body.					
14. To understand what medicines are and why some people need medicines.					
15. To understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it.					