

Unit Context



This unit focuses on introducing the concept of risk and developing understanding of ways in which risk might be reduced. This concept underpins all aspects of PSHE. The recent publication 'Nothing Ventured... Balancing risks and benefits in the outdoors' states that '*A mindset that is solely focussed on safety does children and young people no favours. Far from keeping them safe from harm, it can deny them the very experiences that help them to learn how to handle the challenges that life may throw*

at them. There is an emerging consensus that our society has become too focused on reducing or eliminating risk in childhood. And research suggests that overprotecting children can lead to longer-term problems with mental health and well-being.' Whether in the area of drug education, road safety or sexual health, children are being asked to recognise what can cause harm (hazards), assess risk (the probability of harm) and explain how to control risks to themselves and others in familiar and unfamiliar situations. At this age, children will be experiencing more situations without adult support. This unit aims to broaden their understanding of what might constitute a risky situation, to consider their responses and to equip them with the skills to assess the level of risk to themselves physically, emotionally or socially. Managing risk is a key element in helping children develop confidence when faced with new situations throughout their lives and will enable them to make informed choices in a range of contexts. By giving children the opportunity to name risks and benefits and consider ways of dealing with risk, these skills can be applied to practical situations both currently and later in life. This unit has important links with work in unit **SC 1/2 Safety Contexts** and **PS 1/2 Personal Safety**, and could be delivered alongside these units where more specific examples of risky situations are given and children have the opportunity to discuss strategies to use in these situations. Refer to the school's Health and Safety Policy and Visits Policy for further guidance relating to this unit.

Unit Description

During this unit, children will continue to build on their understanding of the importance of people they can turn to regularly for help, support and reassurance. These 'Safety Circles' will have already been developed in the context of other units. In addition to this, children will be introduced to the idea that there might be times when they need to turn to an adult they do not know for help. Being equipped to assess the safest way to do this will reduce distress in an emergency situation. Children will consider what makes them feel safe and what makes them feel unsafe. This unit aims to equip children with the skills to assess the level of risk to themselves physically and begins to introduce the idea that risks might also sometimes be emotional or social. They will also reflect on emotional and physical reactions to risky situations. They will consider ways they can take control of their own safety and times when adults are needed to help. They will practise giving personal information and consider times when they might need to do this. They will consider a range of situations in which they might need help and will learn how to ask for help in an emergency situation.

Notes for Staff

It is Cambridgeshire policy to avoid using the 'Stranger Danger' message for a variety of reasons. For example, some situations covered in this unit might necessitate going to someone they don't know for help i.e. when lost. Children also need to be aware of how they feel in situations where they are with familiar people as they can still be faced with risk in this context. The focus is rather on the situation they are in and the safe or unsafe feelings associated with it. Refer to the school's **Health and Safety Policy** for further guidance relating to this unit. This unit provides opportunities for children to consider generally how they might deal with risk. When delivering units such as **DE 1/2 Drug Education**, **SC 1/2 Safety Contexts** and **PS 1/2 Personal Safety**, it would be helpful to refer back to the strategies and ideas discussed in this unit. These give opportunities for practice in real life situations, e.g. *crossing the road, playground activities, going on a school trip*.

Learning Expectations

At the end of this unit most pupils will:

- be able to name a risky situation and suggest ways of reducing risk.
- be able to name some emotions people might feel in a risky situation.
- be able to say their full name and address and know when this might be useful.
- be able to suggest some people who might help them in a risky situation.
- understand what is meant by an emergency and know ways they and others might help in one.

Some pupils will not have made so much progress and will:

- be able, with support, to suggest ways of reducing risk.
- be able to describe how they feel when in a risky situation.
- say their full name and where they live and suggest when this might be useful.
- know who they could ask for help in an emergency.

Some pupils will have progressed further and will:

- be able to name some risky situations and suggest a range of possible ways of reducing risk.
- be able to name some emotions people might feel in a risky situation and how these might affect the person's body and their reaction to the situation.
- be able to say their full name, address and telephone number and know when this might be useful.
- be able to suggest several people who might help in a risky situation and how each might help.
- in an emergency situation, be able to decide what they can do to help and what they will need adult help for.

Activities for Recording Assessment

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

Activity 1.1 The children's drawings and labels and the class list can be used to assess the children's understanding of what might be a risky situation.

Activity 4.2 The suggestions the children make to the puppet will enable you to assess their knowledge of which people in the community might help and how they might help.

Activities 5.3 and 5.4 These will help you to assess whether the children can talk about strategies they might use and people they might approach in an emergency situation.

Out of School Learning

Suggest that children check their address and phone number and practise saying it at home. You might involve parents in this by including it in 'key words' or 'number facts' tests. Ensure they include in their discussions when it is appropriate to give someone these details.

Ask the children to discuss with an adult at home times when someone helped them to keep safe.

Encourage children to discuss their strategies for staying safe with their parents/carers. They may also have suggestions from home about strategies adults give them for managing risk when in the home and out and about.

Sensitive Issues



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

In particular in this unit, staff need to be aware that when considering the people they could ask for help, some children will miss out individuals that might appear to us to be obvious choices. There could be a variety of reasons for this. Children should be enabled to feel comfortable with the choices they have made and not be put under pressure to include anyone they do not feel happy to include.

Children may occasionally talk about situations in which they feel they have been put at risk by others – refer to your Safeguarding and Child Protection Policy where necessary. Staff also need to be aware that at this age, choices about the sort of activities children undertake are still largely being made for them by adults. Parents and carers will vary in the way they handle this responsibility and it is therefore important that staff help children to talk about these situations in a supportive environment which is not prescriptive about 'safe' and 'unsafe' activities.

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

- SC 1/2** Safety Contexts
- PS 1/2** Personal Safety
- DE 1/2** Drug Education
- AB 1/2** Anti-bullying
- SR 1** Sex and Relationships Education
- SR 2** Sex and Relationships Education



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Section A – Risky Situations

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>1. To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> name a risky situation explain a way I can reduce risk in that situation 	<p>1.1 Read The Tunnel as an introduction. Give each child a piece of paper and ask the children to draw and label some of the things from which they feel they have to keep safe. Collect the children's thoughts and then ask them to group their responses under 'things', 'people' and 'places'. You might also divide the list into real and imagined. Acknowledge that adults have fears as well as children.</p> <p>A</p>	<ul style="list-style-type: none"> The children may offer real or imagined fears. Accept both equally. Situations relating to dealing with people they don't know, pressure, bullying and road safety are covered later in the units SC 1/2 Safety Contexts, AB 1/2 Anti Bullying and PS 1/2 Personal Safety.
		<p>1.2 Look over the list of scenarios the children generated in Activity 1.1. Ask the children to suggest whether the danger comes from something they might do (<i>e.g. not looking carefully, being too excited, being in the wrong place, not putting a seatbelt on</i>), or the action of someone else (<i>being pushed over, being told to go away</i>). You might write the situations on slips of paper, give one slip of paper to each child and ask the rest of the class to direct them to 'I'm in control' or 'Someone else is in control'.</p>	<ul style="list-style-type: none"> See Health for Life (4 - 7) p 73. Many young children believe that the cause of the accident lies in the object itself, rather than in the child's activity <i>e.g. Bonfires burn you</i>.
		<p>1.3 Select 5 or 6 general scenarios from the list the children generated in Activity 1.1. Divide the class into groups and give each a scenario. Ask each group to come up with rules a person of their age could follow to keep themselves safe in each situation. Ask the children to share their ideas. Collect their rules and then ask them to make links between the rules which are similar in different situations. Generate a 'Keeping Safe Code'. Each element in this code might start, <i>We can keep ourselves safe by...</i> This might be retained for use in PS 1/2 Personal Safety and SC 1/2 Safety Contexts.</p>	<ul style="list-style-type: none"> For Group Mixing activities, see the Teaching Guidance. You might wish to avoid scenarios relating to road safety, places to play and bullying, as these will be covered in more detail in PS 1/2 Personal Safety, SC 1/2 Safety Contexts and AB 1/2 Anti-Bullying. When considering ways of keeping themselves safe, you may wish to refer to using safety eyes and ears, which is included in unit PS 1/2 Personal Safety.
		<p>1.4 Recount a familiar story, such as Jack and the Beanstalk. Ask the children to indicate where Jack took risks in the story. You might need to explain further that a risk is where there is a possibility that something might go wrong; someone might get hurt physically or emotionally, or lose something. Then tell an everyday story of a child of their age, and again ask the children to list the risks the child took. These might include crossing the road, walking along a wall, asking a new child to play with them, putting their hand up to answer a maths question, waiting for Gran in a different place to normal.</p>	

Section B – Reactions to Risk

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To identify emotions associated with risky behaviour or situations.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> name some emotions I might feel in a risky situation say what might happen to my body when I feel these emotions 	<p>2.1 Ask the children to shut their eyes and imagine that they are somewhere completely safe. Ask them to think about who is there, where they are, what their body feels like and what happened just before they felt completely safe. Ask for children to share examples of where they were and who was there. Consider moving on to when children feel unsafe. Again you could ask them to shut their eyes and imagine they are in a place where they feel unsafe. Ask them to think about what their body feels like and thoughts which are going through their head. Then ask them what they will do to make themselves feel safe again. Share these thoughts and record them for the class.</p> <p>2.2 Give groups of children one of the situations listed in Activity 1.1 (Avoid situations relating to safe places to play, bullying and road safety as these are covered in detail in units PS 1/2 Personal Safety, SC 1/2 Safety Contexts and AB 1/2 Anti-Bullying). Ask them to draw themselves in that situation in the centre of a circle. Then ask them to add notes to the drawing, describing how they might feel if they were in that situation. Collect a list of feelings from all the groups. In Circle Time, ask the children to complete the sentence stem: <i>If I felt ... I would...</i> (where the 'feelings' word is taken from the compiled list). You might give the 'feelings' word, or ask the children to choose from the list.</p> <p>2.3 Ask the children to think about what happens to their bodies when they are excited, scared or upset. Ask groups of children to imagine that they are scared or frightened in one of the situations generated in Activity 1.1. Ask the children to think about what might happen. You might choose to ask one or two children to role-play what might happen if they were, for example, really excited as they got into the car, or if they were very scared as they crossed the road. In each scenario you consider, emphasise the importance of calming down or asking for help, so that proper safety rules can be followed.</p>	<ul style="list-style-type: none">  Children might describe real or imaginary situations where they feel safe. Accept both equally. Be aware that some children might find it difficult to imagine a real situation where they feel safe and might be uneasy when imagining a place where they feel unsafe. Log concerns according to your Safeguarding and Child Protection policy. This activity links with being able to identify their 'sixth sense', exploring situations which give us a 'yes', 'no' or 'not sure' feeling, which is covered in Unit PS 1/2 Personal Safety. If you have a list of 'feelings' words displayed in your classroom, you might add to this list, or compare the words generated in this activity. For Circle Time see the Teaching Guidance. This has links with unit ME 1/2 My Emotions. SEAL Emotional Barometer and Ways to Calm Down could also be referred to here.


Section C – Strategies in Risky Situations

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To know basic personal information and know when they might need to give it.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> say my full name and address give an example of a situation where I might need to give this information 	<p>3.1 In Circle Time, ask the children to complete the sentence stem, <i>My name is ... and I live at ...</i>. You might also ask them to complete the sentence stem: <i>My last name is ... and my telephone number is ...</i>. This might be done as a paired activity or in small groups.</p> <p>3.2 Ask the children to think about a range of people who might need to know their name, address or telephone number. Include school staff, health professionals etc. Ask them to think of situations where they might be asked for these personal details including when they are ill, when they are lost, when someone wants to come over to play etc. In Circle Time, ask the children to role-play different situations, using the scenarios that have been suggested. One child will take the role of the school secretary/shopkeeper etc and another child will take the role of the ill or lost child. The other children in the circle can be asked to make suggestions for the role-players. This might be repeated several times with different variations.</p>	<ul style="list-style-type: none"> You might add other sorts of personal information such as parents' names. How to tell this information when lost has already covered in the unit KS F Keeping Safe. You may want to revisit this here. For Circle Time, see the Teaching Guidance.  Be aware that many children will be rightly concerned about approaching people they don't know. You might need to discuss suitable adults they can go to in situations such as being lost.
<p>4. To understand the range of people in the community who help keep us safer.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> give a realistic suggestion of someone I might ask for help in a difficult situation 	<p>4.1 Collect pictures of people in the community who care for the children and will help them in difficulty. This could include teachers, school crossing patrol, lunchtime supervisors, police etc. Seat the children in a semi-circle around the pictures, which have been placed face down. Invite individuals to choose one of the pictures and ask the children to describe ways in which these people help them in a risky situation. Ask the children to suggest anyone else that you may have missed. The children could then re-visit and add to the Safety Circle they have developed in previous units.</p>	<ul style="list-style-type: none"> Some children may have a negative view of the police, seeing their role as someone who 'locks up naughty people'. Try to raise awareness of their supportive role. People who help us are also covered in unit DC 1/2 Diversity and Communities. The Safety Circle is developed in Units BB 1/2 Beginning and Belonging and PS 1/2 Personal Safety.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.2 Introduce Holly (a puppet) to the children and tell them that she needs their help because she is not sure who can keep her safe in particular situations. Give the children scenarios such as, <i>Holly has a busy road to cross on her way to school or Holly is afraid because some boys in the park called her names etc.</i> Ask the children to suggest who Holly should ask for help and how they will keep her safe. A</p> <p>4.3 Ask the children to draw or paint a picture of someone helping to keep them safer and write a statement about their role, for example, a picture of a policeman might have statements such as <i>A policeman finds you if you are lost, catches people who might hurt you and helps you cross the road etc.</i> Invite the school crossing patrol or the local police officer to visit the class and talk about their work. Encourage the children to prepare questions in advance of the visit.</p>	<ul style="list-style-type: none"> • Children could use an ICT programme to create these pictures such as <i>2paint</i>. • When using visitors from the community, ensure it is in accordance with the school policy on use of visitors in the classroom.

Section D – Receiving and Giving Help

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>5. To know how to ask for help in an emergency.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • explain what is meant by an emergency • say what I would do in some emergency situations • know which adults might be helpful in an emergency 	<p>5.1 You might introduce the theme of asking for help by retelling the story of The Little Red Hen or reading Alfie Lends a Hand. In Circle Time, complete the sentence stem, <i>I needed help when...</i> Ask the children who helped them. Repeat the process with the sentence stem, <i>I helped... when...</i> Share a story that demonstrates someone asking for or giving help in a non-emergency situation.</p> <p>5.2 Explain to the children that it feels good if you help or are helped, but that there are times when you might actually need help to stop you or someone else being hurt or being in danger. Discuss with the children what is meant by an emergency.</p> <p>5.3 Divide the children into groups of 4 or 5 and give each group a picture of a place such as the park, a road or a shopping centre. For each place, tell the children of an unsafe scenario such as broken glass in the sandpit, a child with a ball near the road, a small child on their own etc. Ask each group to discuss what they should do if there was an emergency in any of these areas. Ask them to identify who they would ask for help. Ask each group to 'report' back to the class and discuss the effectiveness of their plan. A</p> <p>5.4 Tell the children that they are going to practise asking for help in an emergency. In a circle, talk through a range of scenarios for the children to act out and 'freeze' the frame at the emergency situation. Tell the children that when you touch their shoulder they should demonstrate how they are going to ask for help and tell you who they have asked. Scenarios could include examples such as, <i>You are in a busy shop with your mum/dad when you realise that you have been separated and you cannot see your parent, You are at the park with your friend when your friend falls off his bike and cuts his knee or You are sitting at the back of the bus going on a school trip and your friend feels sick etc.</i> Continue the activity with a range of scenarios, asking the children to offer some of their own. Children should demonstrate that they have selected an appropriate adult to approach and that they know how to ask for help. A</p>	<ul style="list-style-type: none"> • For Circle Time, see the Teaching Guidance. • Information on using Drama and Role Play including freeze frame can be found in the Teaching Guidance.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>6. To recognise familiar situations where they can offer help.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • know some emergency situations where I can help • know some ways in which I can help 	<p>6.1 Give the children some school-based examples of times they might be asked to help in an emergency <i>e.g. someone falls over in the playground, some broken glass is found</i>. Discuss, as a class, how they might be able to help. Ensure the answers are realistic. In groups or pairs, ask the children for other situations at home, at school and out and about when they might be asked to help in an emergency. Ask them to describe the ways in which they might help. Again, ensure the children have a realistic understanding of how they can help.</p>	<ul style="list-style-type: none"> •  Be aware that some children might be caring for a family member and so their levels of responsibility might be greater than for others.
<p>7. To know how to reduce risk and keep myself safer in a variety of situations.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • suggest what the risks might be in a situation • suggest ways I can keep myself safer 	<p>7.1 Show the children one of the pictures on Risks and ask them to talk to a partner about the risks they think are involved. Ask the children to feed back on these risks to the rest of the class. Then ask the children to talk in pairs again and this time to decide on some things they could do in that situation to reduce the risk and keep themselves safer. Choose a few children to come up to the IWB and draw on what they would do to keep themselves safer and discuss their responses as a class. Talk about whether the situation is now totally safe and establish that there will still be an element of risk involved but that we can take measures to keep ourselves safer.</p>	<ul style="list-style-type: none"> • For Risks, see Resource 1.

Section E – Processing the Learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>8. To understand what they have learned and be able to share it with others.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • say what I have learned • share my ideas with others 	<p>8.1 In Circle Time, complete one or more of the following sentence stems:</p> <p><i>An example of a risky situation is when...; I could keep myself safe by...; In an emergency situation I could...</i></p>	
		<p>8.2 Ask the children to create a <i>Keep Safer</i> poster to display in the classroom or to share with a Reception class. Talk to the children about which messages they think are important to include.</p>	
		<p>8.3 Show the children an example of a small magnet or credit card which contains bullet points for someone to refer to in an emergency. Ask each child or pair of children to choose an emergency <i>e.g. If there is a fire...; if you are lost...; when it is dark outside...;</i> Ask them to create a small reminder card with pictures or words which would help someone in that situation. You could make these into fridge magnets using magnetic tape.</p>	

Resources to Support this Unit

The following resources are included in the MR 1/2 Resource Pack linked to this unit:

1. Risks

These resources are directly referenced within this unit:

The Tunnel Anthony Browne

Jack and the Beanstalk Traditional Tale

The Little Red Hen Traditional Tale

Alfie Lends a Hand Shirley Hughes

Helpers Shirley Hughes

Health for Life (Age 4 – 7 years) Noreen Wetton and Trefor Williams
Pub. Nelson Thornes

2paint This software which enables children to create their own simple picture is available from www.2simple.com

SEAL [Emotional Barometer](#) and [Ways to Calm Down](#)

Sources of Information and Support

RoSPA - The Royal Society for the Prevention of Accidents

www.rospa.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.

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, which complements their secondary programme Life.Live it.

See www.redcross.org.uk/teachchildrenfirstaid

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 MR 1/2 and the LEC programme:

The Year 1 and Year 2 LEC programmes cover safe use and storage of medicines and people who help.

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.

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.