

Unit Context



As children grow older and experience new situations and freedoms, there will be an increased demand on their ability to keep themselves safe. They have many generic and specific safety skills to learn, as well as developing positive attitudes to their own safety and that of others. As adults working with children in the field of safety education, we must be careful to balance the social, cultural and health benefits of taking part in activities and visiting places with the risks to safety. We must ensure that we approach safety education positively, seeking to increase a sense of responsibility for oneself and others, whilst we avoid increasing fearfulness. The recent publication 'Nothing Ventured... Balancing risks and benefits in the outdoors' states that *'A mindset that is solely focused 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.'*

Unit **MR 1/2 Managing Risk** provides an important context for this unit, including Risk/Benefit Assessment. There are also key links with unit **PS 1/2 Personal Safety**. The school's Health and Safety policy and Educational Visits/Learning Outside The Classroom policies are also relevant here.

Accidental injury is second only to cancer as the cause of child death. Boys (in all age groups) are more likely to be involved in accidents than girls. Children from poorest families are 13 times more likely to die as a result of accidents than those from wealthier backgrounds.

Road accidents are the leading cause of fatalities for children under 19 years in the UK. In 2008, 2807 children up to the age of 15 were killed or seriously injured on British roads, including 124 fatalities. In the 5–7-year-old age group, 73% of those killed or seriously injured on the roads were on foot. It is essential then, that we don't underestimate the importance of ensuring all children, whatever their ability, are able to develop good road safety skills in a range of appropriate ways and settings.

Unit Description

In this unit children will begin by reflecting on their understanding of keeping safe. They will consider the elements of road safety which relate to them as pedestrians and car passengers. They will look at ways to stay safe in the sun and near water. They will consider the best action to take if they are lost and how to keep themselves safe whilst playing. They will begin to consider action they can take to keep safe from accidents.

Notes for Staff

It is recommended that **MR 1/2 Managing Risk** is delivered before work on safety contexts.

In this unit there is plenty of scope for adapting the examples given to suit your local environment. Ensure that the examples you use suit the urban or rural location of the school. Some elements of the unit are applicable throughout the year. Others, such as sun safety, are better taught in the summer when they will have most relevance.

It is useful if children can experience real life situations to practise safety in different contexts. Ensure that you also follow your school's Educational Visits/Learning Outside the Classroom policy. Guidance on taking children out of school is available through the Outdoor Education Adviser Service Evolve website (for Cambridgeshire and Peterborough) See **Sources of Information and Support**.

If you are taking the children out of school to practise road safety skills, refer to Road Safety education, a booklet produced by Think Education think.direct.gov.uk/roadsafety.html and Health and Safety of Pupils on Educational Visits which can be accessed through the search facility at www.education.gov.uk

For national information and guidance about organising visits and off site learning, see www.oapeg.info. To find your local Outdoor Education Adviser visit www.oep.info

Learning Expectations

At the end of this unit most pupils will:

- recognise dangers that traffic poses to them as car passengers and pedestrians.
- be able to identify safe places to cross in the local area.
- know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun.
- be able to explain a simple strategy for action if they are lost.
- be able to explain simple precautions to take when using playgrounds.
- understand ways of preventing common accidents in school or on the school playground.

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

- recognise a few basic dangers that traffic poses to them as car passengers or pedestrians.
- recognise basic crossing types (e.g. zebra crossing, school crossing patrol.)
- be able to describe one precaution they might take in sunny weather.
- suggest actions to take if they are lost.
- be able to explain one or two ways they might keep themselves safe in a familiar playground.
- be able to explain one or two causes of accidents that have happened to them and describe how these could have been prevented.

Some pupils will have progressed further and will:

- be able to identify accidents that might happen to children and adults as car passengers and pedestrians.
- name safe places to cross the road in the local area and elsewhere.
- know that wearing suitable clothing, a hat and sun cream are ways to keep safe in the sun and give the reasons these are effective.
- suggest strategies for action if they are lost in a range of different places.
- be able to explain ways to keep themselves and others safe in playgrounds.
- be able to explain ways to prevent common accidents in school and on the playground and suggest ways to prevent accidents in other places.

Schools often receive a range of publications linked to child safety e.g. *road safety leaflets*. Always check the content of such material before you distribute it and ensure that you feel it complements your work and that is presented in an appropriate way.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment during practitioner directed activities.

Activity 2.2 You may ask the children to carry out the mapping part of this activity individually and use it to assess understanding of safe places to cross the road.

Activity 5.3 Use this activity to assess whether the children have realistic and memorable strategies for getting found or seeking help if they get lost.

Activity 7.2 Use this activity to assess whether the children are developing the concept of accident prevention.

Out of School Learning

Use Activity 8.1 to encourage the children to talk with parents/carers about what they have learned about how to stay safer in different situations.

Children could take home their safety plan from Activity 5.3 and discuss it with their parents/carers.

You could provide the children with the names of some of the safety websites which have activity sections, e.g. think.direct.gov.uk and ask them to work on these at home..

Sensitive Issues



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

In all areas of safety education, teacher must be sensitive to those children who have experienced serious accidents or their consequences. Teachers should also be aware of the range of approaches to safety which children will have experienced in their home environments, ranging from the over protected child to the child who receives little or no guidance or supervision. There is the possibility that when children learn safety information and reflect on their own personal experiences that child protection concerns may be raised. These should be dealt with according to the school's Safeguarding and Child Protection Policy.

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

MR 1/2 Managing Risk

PS 1/2 Personal Safety



Contents

Section A - Safety Contexts **4**

1. To be able to talk about situations where staying safe is important.
2. To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger.
3. To develop knowledge of dangers from the sun and understand how to keep safe.
4. To identify the dangers of familiar places where water is present and understand how to keep safe.
5. To develop knowledge and skills to stay safe when they are lost.
6. To identify characteristics of safe places to play.

Section B – Preventing accidents **9**

7. To understand basic ways to keep safe from accidents.

Section C - Processing the learning **10**

8. To understand what they have learned and be able to share it with others.

Section A - Safety Contexts

| Learning Objectives | Possible Success Criteria | Teaching Activities | Points to Note |
|--|--|---|---|
| 1. To be able to talk about situations where staying safe is important. | To be able to: <ul style="list-style-type: none"> suggest a place where I need to stay safe suggest some ways I might stay safe in different places | 1.1 Put the title 'Staying Safer' on the board and ask the children to say places or situations it makes them think of. Write or draw a list of these under the title, e.g. <i>crossing the road, playing in the park, at school, at the swimming pool, in town, in the kitchen</i> . In Circle Time, ask the children to suggest a way that they can stay safe in one of these places, e.g. <i>At school I stay safe by listening to my teachers; When I'm crossing the road, I stay safe by looking both ways; When I'm at the swimming pool, I stay safe by staying the shallow end.</i> | <ul style="list-style-type: none"> For information about Circle Time, see the Teaching Guidance. This links with work in unit MR 1/2 Managing Risk. |
| 2. To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger. | To be able to: <ul style="list-style-type: none"> list vehicles I might see when I am out walking identify safe places to cross the road where I live explain some ways I can keep safe as a car passenger | 2.1 Ask the children to talk in pairs to make a list of all the different types of traffic they can think of. Collect these ideas on the board. Ask the children to work in small groups of 3-4. Allocate each group a different vehicle type from the class list. Ask each group to describe the following about their vehicle: <i>What does it look like? What does it sound like? How fast does it travel? Do we see them where we live?</i> Share the ideas of the class. In summary, emphasise to the children that we often hear a vehicle before we see it and that it is difficult to judge speed. 2.2 Tell the children that they are going to imagine that a new child is joining the class and she wants to know how to stay safe on the way to school. Show the children a map of the local area with the new child's house and the school marked. Ask <i>Where are the safe places to cross the road on the map? Are there crossings? Are there bends in the roads which make it difficult to see? Are there lots of parked cars?</i> Together mark any crossings or danger spots on their maps. Discuss the importance of safe places to cross, listing the different types of crossing puffin, zebra, subway, islands etc. Ask the children to work individually or in pairs to mark the best route from the child's home to school with the safe places to cross on the map. Next ask the children what else the new child can do to keep herself safe on the way to school. Encourage ideas like <i>hold an adult's hand, hold the side of a buggy, stop at drive ways, don't mess around, walk on the side of the pavement furthest from the road</i> . List all the ideas on the board. Move the children to an open space (hall/playground). Tell the story of the girl's safe journey to school and ask them to act out the ways she keeps herself safe. A | <ul style="list-style-type: none"> Examples of traffic include cars, lorries, vans, buses, bicycles, motorbikes, coaches, mobility scooters. Children in this age group have been found to be very poor at judging the speed of vehicles. For Group Mixing, see the Teaching Guidance. <ul style="list-style-type: none"> In Activity 2.2 ensure the children are not disadvantaged in the activity if they live away from the immediate vicinity of the school. You may use Google Maps, directions maps.google.co.uk to create an image of your local school area with your chosen route marked on it. |


| Learning Objectives | Possible Success Criteria | Teaching Activities | Points to Note |
|---|--|---|--|
| | | <p>2.3 Write <i>Stop, Look and Listen</i> on the board. Ask the children what it means. Expand out each word with a more detailed description. If possible take the children for some real practice of using <i>Stop Look and Listen</i> on the roads near school.</p> <p>2.4 Show the children examples of car booster seats appropriate for their age (either a real one or a picture). Ask them what it is for and why they should always use one when travelling in the car. Look for understanding that an adult seat belt alone will not restrain them properly in an accident, as they might slip under the seat belt. Ask the children for other ideas of ways they can help to stay safe in the car, e.g. <i>Get out on the pavement side; don't distract the driver; don't put anything, including hands, heads etc. out of the window; check with the driver before opening the window or door.</i> Using an IWB together, design a 'Reminder sheet' for parents. List the ways children can keep safe in the car and ask the parents to help the children remember the rules.</p> | <ul style="list-style-type: none"> If you are taking the children outside to practise road safety skills refer to Road Safety Education from Think Education. Ensure you follow your Learning Outside the Classroom/Educational Visits policy and procedures. Refer parents to the parent section of the Think Education website think.direct.gov.uk |
| <p>3. To develop knowledge of dangers from the sun and understand how to keep safe.</p> | <p>To be able to:</p> <ul style="list-style-type: none"> recognise the risk of getting burnt by the sun list some ways of staying safe from the sun | <p>3.1 In Circle Time, ask the children to suggest anything at all that they like about being outside in the sunshine. Focus on the positive reasons for being outside. Ask the children what are the dangers associated with being in the sun. Make a list of these on the board e.g. <i>getting burnt, getting too hot, getting dehydrated</i>. Ensure that the children understand that these dangers are not just about feeling uncomfortable in the short term, but that they can cause long-term illness. Show the children a collection of items that are associated with keeping safe in the sun e.g. <i>sun hat, long-sleeved t-shirt, sun lotion, bottle of water, parasol (or umbrella) and sunglasses</i>. Ask the children how they think each item will help keep them safe in the sun. Reinforce their ideas reminding them of the slogan '<i>Slip, Slop, Slap</i>': <i>Slip</i> on clothes with a close weave that cover you up, <i>Slop</i> on some sunscreen and <i>Slap</i> on a hat.</p> <p>3.2 Ask the children to draw themselves ready to go out in the sun. Ask them to focus on designing a hat that will provide lots of shade and clothes that cover them, but which are cool.</p> | <ul style="list-style-type: none"> Information about Circle Time can be found in the Teaching Guidance. This element of the unit might best be delivered in the Spring or early summer, so that its content is immediately relevant to the children. Refer to www.sunwiseset.co.uk and www.sunsmart.org.uk for further resources for teaching about sun safety. |

| Learning Objectives | Possible Success Criteria | Teaching Activities | Points to Note |
|---|---|---|--|
| 4. To identify the dangers of familiar places where water is present and understand how to keep safe. | To be able to: <ul style="list-style-type: none"> identify places where I might come across water describe safe ways I can behave near water locally | 4.1 In Circle Time ask the class to think about one thing they like about water. This could be anything at all including, <i>drinking it on hot days, playing water fights, paddling pools, swimming, having a hot bath</i> . Play 'Change places if...' where you ask the children to change places with someone else in the circle if they agree with your statement about water e.g 'Change places if you love sucking ice cubes on a hot day', 'Change places if you like swimming at the pool.' Emphasise that water is very important to us for drinking, washing and leisure. Ask the children if they know any reasons why water could be dangerous. Accept any suggestions and explore them with the children. Explain that you are going to focus on the risk of drowning. Ensure that the children understand that in order to stay alive we need to breathe air/oxygen into our lungs. Explain that drowning is what happens when we breathe water into our lungs and that means that no air can get in. Make sure that the children understand that there is a risk of drowning in any body of water, whether it is large or small, or deep or shallow. | <ul style="list-style-type: none"> This lesson might be best carried out during a period when the children are visiting the local pool for swimming lessons. |
| | | 4.2 Prepare a list of safety tips and instructions for watery places which will be familiar to the children e.g <i>wear a life jacket, don't run near the water, listen to the lifeguard, always go with a grown up, don't play near the edge</i> . Prepare two or three copies of these instructions on slips of paper. Ask the children to suggest watery places which they might go to and list these on the board e.g. <i>bath, swimming pool, sea, local pond</i> . Distribute the safety tips and ask the children to place the safety tips next to the watery place they think it fits. Each safety tip might fit more than one place. Ask the children to explain why they have chosen each pairing. Review the placements and emphasise that all watery places could be dangerous, but if we take proper precautions and behave sensibly we can keep ourselves safe. | <ul style="list-style-type: none"> Activity 4.2 can easily be adapted to using an IWB. |
| | | 4.3 Ask the children to draw themselves visiting a watery place and ask them to list or draw the things they might need to take/do to make sure they stay safe in the place. You might choose the specific example of going on a boat trip. | <ul style="list-style-type: none"> Visit www.rnli.org.uk/shorething and download the KS1 whiteboard activity on 'Boating safety' from the whiteboard section. |

| Learning Objectives | Possible Success Criteria | Teaching Activities | Points to Note |
|---|---|--|--|
| 5. To develop knowledge and skills to stay safe when they are lost. | To be able to: <ul style="list-style-type: none"> describe a safe strategy to follow when they are lost in a specific context. | 5.1 Read a story in which someone is lost and talk about the feelings of the main character/s. | <ul style="list-style-type: none"> There are many examples of stories which the characters get lost e.g. Shout Daisy Shout, Home Before Dark and The Pocket Dogs. |
| | | 5.2 In Circle Time , complete the sentence stem, <i>If I were lost I would...</i> Allow them to complete the sentence with a feeling or a strategy for coping. Using an IWB, ask the children to suggest all the places that a child of their age might get lost. Make a list of these. Order the list into places that would be most frightening for them to be lost. Ask if they think adults are frightened when children get lost. Ask which places would adults be more worried about. | <ul style="list-style-type: none"> This links to SEAL strategies for managing emotions, especially Ways to Calm Down. It also links to unit ME 1/2 My Emotions. |
| | | 5.3 Invite the children to make their own illustrated 'safety plan' linked to a specific context, such as being lost in a shop or on the beach. You could use the template of a Safety Plan from the resource pack. Ask them to describe what they would do to keep themselves safe. Talk to the children about the benefits of standing still and using eyes and ears rather than rushing around. Through role play, practise asking for help in such situations. Consider the best people to ask in different situations. A | <ul style="list-style-type: none"> Use Resource 1 Safety Plan. This links to unit MR 1/2 Managing Risk where children practise giving their name and phone number and deciding when to give them. Many children will have been given the message of 'Stranger Danger'. It is Cambridgeshire policy not to use this phrase and in this context, it is important to discuss sensitively how it is okay to ask certain people you do not know for help e.g. <i>shop assistants</i>. |
| 6. To identify characteristics of safe places to play. | To be able to: <ul style="list-style-type: none"> describe a familiar place where its is safe to play explain some general rules for staying safe in a playground/park | 6.1 Prepare a list of places which may be safe or unsafe for children to play e.g. <i>park, road, pavement, sports field, shopping centre, railway platform, woods, beach, riverside</i> . Ask the children to give a list of games or activities they might play outside e.g. <i>football, roller skating, frisbee, climbing, chasing, skipping with a rope</i> . You may use Resource 2 Places and Activities. Randomly match the places and the activities to give pairs and ask the children if it would be safe, for example, to skip with a rope at the riverbank, or roller skate at the park. Ask the children if there is a definite answer in each case or whether it depends on other circumstances. Remind them they should always check with an adult if they are not sure if a place is safe to play in. | <ul style="list-style-type: none"> Ensure throughout this section that there is careful balance between emphasising the risks and how these might be reduced or removed and the great fun that children can have in the playground if they are careful and consider their safety as they play. The Play England website includes guidance on risk-benefit assessment in play provision. www.playengland.org.uk Use Resource 2 Places and Activities. |

| Learning Objectives | Possible Success Criteria | Teaching Activities | Points to Note |
|---------------------|---------------------------|--|----------------|
| | | <p>6.2 Ask the children to suggest places which have been designed for play <i>e.g. playgrounds, adventure playgrounds</i>. Devise a list of the potential dangers of these places <i>e.g. slipping, falling, bumping into people</i>. Ask the children in pairs to discuss ways to make sure you can stay safe whilst playing in the playground. Collect a list of 'Safe Playground Rules' <i>e.g. Don't wear loose clothes; Wear shoes with a good grip; Don't push in. Make sure an adult knows where they are and when they'll be back</i>. Finally ask the children to talk about what they like most about playing in a playground. Ask the children to share their favourite things about playgrounds. Emphasise that playgrounds are great places to play and have fun if they follow some basic rules for keeping safe.</p> | |

Section B – Preventing accidents

| Learning Objectives | Possible Success Criteria | Teaching Activities | Points to Note |
|--|---|--|--|
| 7. To understand basic ways to keep safe from accidents. | To be able to: <ul style="list-style-type: none"> describe how an accident I have experienced could have been prevented | 7.1 Ask the children to explain an 'accident'. Ensure that they understand that we can often stop accidents from happening if we are careful and think ahead. In Circle Time , ask the children to describe an accident they have seen in school or on the playground. Then, ask the class to suggest ways the accident could have been prevented. | <ul style="list-style-type: none"> Show sensitivity to those children who have experienced accidents in or out of school  |
| | | 7.2 Ask each child to draw and write ideas for preventing accidents in the classroom or on the playground. Encourage responses which are appropriate to the children's age. Ask the children to explain their drawings and writing to a partner. As you review their work, discuss safety issues with those children who want to take on a level of responsibility which is inappropriate to their age. A | <ul style="list-style-type: none"> Following Activity 7.2, you might work with midday supervisors and other staff members to highlight good accident prevention skills <i>e.g. picking up objects, waiting at doors etc.</i> by using existing class or school reward strategies. |

Section C - Processing the learning

| Learning Objectives | Possible Success Criteria | Teaching Activities | Points to Note |
|--|---|--|----------------|
| 8. To understand what they have learned and be able to share it with others. | To be able to: <ul style="list-style-type: none"> give some examples of safety practices they find it difficult to remember | 8.1 In Circle Time ask the children to talk in pairs to think of safety skills they are not very good at remembering. These might be in the context of any area of safety covered in the unit e.g. <i>I must remember to get out of the car on the pavement side; I must remember to stop look and listen.</i> Ask each child to share one safety skill they need to be reminded of. You may then ask the children to follow this up by writing themselves a reminder note on a blank sticker or label (which can be taken home and shared with parents). | |

Resources to Support this Unit

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

1. Safety Plan
2. Places and Activities

These resources are directly referenced within this unit:

Think Education think.direct.gov.uk

Royal National Lifeboat Institute www.rnli.org.uk/shorething

Shout Daisy Shout Jane Simmons

Home Before Dark Ian Beck

The Pocket Dogs Margaret Wild

These may also support work on this unit:

On the Road (Safety First) Ruth Thompson

Watch out! Near Water Claire Llewellyn

Watch Out! On the Road Claire Llewellyn

The Dangerous Road Game Hedley Griffin

Nothing Ventured... Balancing risks and benefits in the outdoors
Tim Gill

Sources of Information and Support

Road Safety Service

www.cambridgeshire.gov.uk/transport/safety

Refer to Cambridgeshire Road Safety Service (or your local Road Safety Service) for information and resources about Road Safety Education and Safer Routes to School in the local area.

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.

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

Brake is a not-for-profit road safety organisation, which works to stop death and injury on roads, and to care for people traumatised by road crashes. Brake encourages schools to get involved in its Road Safety Week. It produces guides on road safety for teachers and resources for pupils, such as videos, posters and leaflets.

Kerb Craft www.kerbcraft.org

A practical programme of learning outside the classroom, focusing on road safety. View the website or contact your local Road Safety team to find out if the programme is running in your area.

Safe Routes to Schools www.sustrans.org.uk

Information about the national Safe Routes to Schools programme with information about how schools can encourage more walking and cycling to school, increasing fitness and reducing carbon emissions. access the information through the *What We Do* section.

Child Accident Prevention Trust www.capt.org.uk

CAPT is a UK wide charity dedicated to preventing death and serious injuries caused by accidents to children and young people. It provides advice and information on injury prevention to organisations, professionals and the public. It also organises safety campaigns such as Child Safety Week and the SAFE KIDS campaign.

Amalgamated Services (Fire, Police, Ambulance) Education Website www.staywise.co.uk

This website provides variety of activities for different age groups which cover all aspects of the work of the three emergency services. Look at the teachers' section and the list of activities.

English Outdoor Council www.englishoutdoorcouncil.org

The English Outdoor Council is an umbrella body for organisations involved in the provision of outdoor education, recreation and development training. In particular the publication **Nothing Ventured... Balancing risks and benefits in the outdoors** which is free to download from this website.

The Environment Agency www.environment-agency.gov.uk

This website provides further information on water safety in the 'Outdoor recreation' section. You will also find links to local details about waterways near you, e.g. www.fenswaterways.com

RoSPA www.rospace.com

This website provides a very useful central reference point for all aspects of safety and safety education.

Safety Network – The Rail Safety and Standards Board

www.safetynetwork.org.uk

Includes education pages on rail safety. Further teaching resources and downloads are available at www.trackoff.org (also owned by the RSSB).

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.

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 SC 1/2 and the LEC programmes:

The Year 1 LEC programme considers appropriate clothing and use of suncream (at relevant times of the year).

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 5 • SC 1/2 Safety Contexts

Contents

| | |
|------------------------------------|---|
| Resource 1 - Safety Plan | 1 |
| Resource 2 - Places and Activities | 2 |

Click on the title of the resource you require.

Resource 1 - Safety Plan

Where are you lost?

in town

in the park



in a big supermarket

on the beach

somewhere else

Stand still, look and shout.

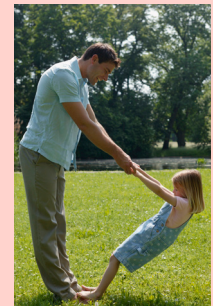
Don't rush around.

Where will you stand?



If you still aren't found, find a safe adult.

(e.g. shop assistant, dad with child, ice cream seller, mum with buggy)



If you still aren't found, find a safe building.

(e.g. shop, post office, cafe, hairdresser)



Resource 2 - Places and Activities

| Places | Activities |
|------------------|----------------------|
| park | football |
| road | roller skating |
| pavement | frisbee |
| sports field | climbing |
| shopping centre | chasing |
| railway platform | skipping with a rope |
| woods | handstands |
| beach | running races |
| riverside | walking the dog |