

Health and Wellbeing - Safety First

PSHE and Citizenship | KS1 | Planning Overview

About the Topic

In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.



Home Learning

Fire Safety in the Home: In this activity, children have a tick list of ways to keep our homes safe from fire risks. Children can tick those that they and their family do, then choose one of them to start doing in their home.

Strangers and Safer Strangers: In this home learning task, children think about strangers that we can trust, such as new teachers at school, police officers, nurses and doctors. Children draw a safe stranger and write a sentence about them.



Wider Learning:

Various people who help us and those in jobs involving keeping others safe could come in and hold workshops with the children. Children could be taught some basic first-aid skills and the school could hold a Safety First Week.

Assessment Statements

All children should be able to...

- identify some everyday dangers.
- understand some basic rules that help keep people safe.
- know what to do if they feel in danger.
- identify some dangers in the home.
- identify some dangers outside.
- identify which information they should never share on the Internet.
- know that their private body parts are private.
- recall the number to call in an emergency.
- list some people who can help them stay safe.

Most children will be able to...

- identify ways to stay safe in the home.
- identify a range of dangers outside.
- explain the basics of the Green Cross Code.
- explain why we shouldn't take anyone else's medicine.
- explain what to do if they feel unsafe online.
- explain the difference between safe secrets, unsafe secrets and surprises.
- identify their personal 'trusted adults'.

Some children will be able to...

- explain a range of safety rules and how they keep them safe.
- identify different strategies to use to stay safe in different situations.
- understand that many household substances are poisonous.
- identify different people in different settings who can help them.
- give details about safe and unsafe places to cross the roads.
- understand other risks and dangers we face when we use the Internet.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

1. Keeping Safe

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H33. about the people whose job it is to help keep us safe

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

I know how to stay safe and who can help if I feel unsafe.



2. Staying Safe at Home

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

I know how to stay safe at home.



3. Staying Safe Outside

H8. how to keep safe in the sun and protect skin from sun damage

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H35. about what to do if there is an accident and someone is hurt

I know how to stay safe when I am out and about.

- Tablet or digital camera to be used as a recording device.



4. Staying Safe Around Strangers

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

I can keep myself safe in different situations with people I don't know.



5. Safe Secrets and Surprises

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

I know what I can share and what I should keep private to keep myself and others safe.



6. People Who Can Help

H33. about the people whose job it is to help keep us safe

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

I know who to go to if I need help.



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