

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	People Who Keep Me Safe	<ul style="list-style-type: none"> ● Name relatives/care givers at home and those who care for them in their education settings. ● Recognise a “funny tummy” feeling when something feels wrong or unsafe and say what to do. ● Talk about what makes them feel safe. 	<p>Explain to the children that this half term we will be talking about the people who help to keep us safe. Ask the children – “Who are the people who look after you?” Together make a mind-map of the children’s responses. Encourage the children to think about all those who look after them both inside their home and outside the home. Ask the children – Is there anyone at school/Nursery who helps you? When do these people help you? Introduce phrase “Funny tummy” and discuss feeling worried/scared. Activity – Small world village set up including Doctors, Vets, Police Station, Emergency vehicles, school etc. Adults will encourage discussion around people who help us. Discuss with the children who these people are and what do they do to help us? Talk about 999 and what an emergency is.</p>	Safe Who can help? Grown up Tell Tummy feelings Unsafe Emergency
2	People Who Keep Me Safe	<ul style="list-style-type: none"> ● Name relatives/care givers at home and those who care for them in their education settings. ● Recognise a “funny tummy” feeling when something feels wrong or unsafe and say what to do. ● Talk about what makes them feel safe. 	<p>Using the class puppet, Zag, share that he is feeling really, really sad when he has to go to school. Explain that Zag feels sad because he feels lonely when he is at Nursery and he doesn’t have anyone to play with. Ask the children what could Zag do to help his feelings/fix the problem? What could help Zag? If the children suggest friends, extend their ideas by asking “If he needs a grown-up to help, who could Zag ask?” Activity – In small groups talk about the funny tummy feeling we might get when we are worried or sad. Ask the children if they remember what this feels like? Discuss who they can talk to when this happens? Have two pieces of paper with a person outline and write down times when children have felt worried/upset/scared etc. On the other piece write down times when children have felt happy/excited etc. When finished, share ideas about who can help us. “When my tummy is full of funny feelings I can talk to...” and scribe the children’s answers and ideas.</p>	Safe Who can help? Grown up Tell Tummy feelings Unsafe

3	Safety Indoors And Outdoors	<ul style="list-style-type: none"> ● Explain what they should do if they feel unsafe. ● Talk about what makes them feel safe. 	<p>Explain that the children are going to be “Safety Detectives” and look around for things that help keep us safe outside.</p> <p>Before going outside ask, “Do we need to wear anything before we go outside?” We are likely to need a coat, hat, gloves, scarves etc. The children will also be wearing shoes or wellington boots on. Discuss with the children why these clothes/items are important?</p>	<p>Safe Safety signs Weather Clothing Playground</p>
		<ul style="list-style-type: none"> ● Recognise potential dangers and how to stay safe, inside and outside. 	<p>Activity- Take the children out into the garden. Look around and ask them what they can see that keeps them safe? Highlight things like the padded door stop, the locked gate, the fence around the garden etc. Remind them of the Nursery rules that an adult has to be outside with them and ask them why? We wash our hands after playing in the mud kitchen – why? Encourage the children to identify what else they need to be safe outside?</p>	<p>Car-park Pavement Paint Scissors Glue</p>
4	Safety Indoors And Outdoors	<ul style="list-style-type: none"> ● Explain what they should do if they feel unsafe. ● Talk about what makes them feel safe. ● Recognise potential dangers and how to stay safe, inside and outside. 	<p>Read the Story of “Little Red Riding Hood” and discuss it together. Should you talk to people you do not know? Did Little Red Riding Hood know the wolf? She should not speak to a stranger. Did Little Red Riding Hood listen to her grown up? Is it safe to walk on our own? Little Red Riding Hood should have waited until a safe grown-up was free to go with her.</p> <p>Activity – When playing outside, have 3 balance bikes for children to use. The other children explore road safety on the Nursery playground. Discuss the zebra crossing and invite children to talk about times they have used these. How do we cross a road safely? Discuss pedestrian crossing and red and green lights. Do the children know what to do when crossing a road? Allow children to role-play at being traffic wardens and discuss safety when crossing a road.</p>	<p>Danger Dangerous Stranger Safe Safety signs Weather Clothing Playground Car-park Pavement Paint Scissors Glue</p>

5	<p>What’s Safe To Go Into My Body?</p>	<ul style="list-style-type: none"> ● Explain what they should do if they feel unsafe. ● Recognise potential dangers and how to stay safe, inside and outside. ● Learn the importance of keeping safe around medicines and unknown products. 	<p>Encourage children to sit in a circle and show them a variety of products such as:</p> <ul style="list-style-type: none"> ● Laundry detergent ● Cleaning spray ● Bottle of medicine ● Medicine tablets ● Washing up liquid ● Cleaning products ● Tablets that could look like sweets. <p>Ask the children if they recognise any of these things. After going through the items, address any misconceptions. For example, if they mistake the tablets for sweets, discuss why it is important that we know what these things are.</p> <p>Ask if there is anything we need to be safe and careful around? Show the children the warnings signs on the bottles.</p> <p>Discuss where these items should be kept and why.</p>	<p>Safe Unsafe Dangerous Careful Labels Medicines Cleaning products</p>
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6	<p>What's Safe To Go Into My Body?</p>	<ul style="list-style-type: none"> ● Explain what they should do if they feel unsafe. ● Recognise potential dangers and how to stay safe, inside and outside. ● Learn the importance of keeping safe around medicines and unknown products. 	<p>Recap on safety from last week. Discuss medicines using the following questions:</p> <ul style="list-style-type: none"> ● Who looks after the medicine at school/home? ● Where is the medicine kept? ● What might happen if someone has the medicine when they are not poorly? (they could become ill) ● What might happen if someone has too much medicine? <p>Show the class that medicine packaging has lots of instructions to help adults know how to use them safely. Show the children the green first aid sign on the first aid kit and explain what it means.</p> <p>Activity – Discuss that if someone is poorly there are things other than medicines and plasters to help to get better. For example, plenty of water, food or fresh air. We might also need extra sleep. Sometimes feeling unwell could be a problem with our feelings (mental health). To help develop these concepts for the children, present them with different scenarios using toys or puppets. Explain that each one of them is feeling unwell. Toys to whisper to the teacher their problems. Below are some examples:</p> <ul style="list-style-type: none"> ● They have a headache. ● They have a sore throat. ● Their tummy is rumbling/feeling funny. ● They are tired and/or grumpy. <p>Ask the children what could help the toy. If they suggest medicine, remind them of the safety rules, then also ask:</p> <ul style="list-style-type: none"> ● Is there anything else that could help? ● Is there anything their body might need? <p>Reinforce the fact that the human body is very good at healing/mending itself, but that this takes time and care. Repeat all the things (listed previously) that we can do to help our body recover, without using medicines.</p>	<p>Safe Unsafe Dangerous Careful Labels Medicines Cleaning products Water Food Fresh air Sleep</p>
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