

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	What's Safe To Go Onto My Body	<ul style="list-style-type: none"> <li>Name things that keep their bodies safe.</li> <li>Name things that keep their bodies clean and protected.</li> <li>Think about how to recognise things that might not be safe.</li> </ul>	<p>Discuss things which go onto our bodies at different times of the day e.g. clothes and shampoo.</p> <p>Ask which things feel good? Which things feel unpleasant? Which things are ok - and why? Which things are not so good - and why? Draw around a body and add labels of things which go on to our bodies. Tell a story of what goes on to our bodies over the course of a day.</p> <p>What other things go onto our bodies to keep us clean, warm? How do some of these things keep us safe e.g. sun-cream, soap.</p> <p>Activity- Demonstrate how to brush teeth properly and that we put toothpaste on to our teeth but then spit it out. Children to record themselves brushing their teeth at home and post on Tapestry.</p>	<p>Keep clean</p> <p>Keep safe</p>
2	What's Safe To Go Into My Body (including medicines)	<ul style="list-style-type: none"> <li>Make safe decisions about items they don't recognise.</li> <li>Talk about what our bodies need to stay well.</li> <li>Name the safe ways to store medicine and who can give it to children (adults).</li> </ul>	<p>Discuss as a class what goes into our body? Who puts it there? What about if we're ill/poorly? Where do you think things go when we swallow them?</p> <p>Children share about when they have felt ill. What did they do to help get themselves better; rest, drink water, fresh air, sometimes medicine. Explain that if children need medicine an adult would look after it and be the person to give the medicine. The medicine is usually given by a doctor. Ask, why do adults need to give the medicine? Read the story 'Hold on Harold'. Children listen to scenarios and decide if what Harold is about to do is safe or not e.g. he is hungry and finds something which looks like sweets laying on the floor.</p> <p>Discuss that not everything is safe to put in our bodies, share ideas. Reinforce if children are not sure if something is safe then they must ask an adult.</p> <p>Activity- Children draw a picture to remind Harold of how to stay safe. Explain the importance of taking the correct amount of a medicine and only when needed.</p>	<p>Sleep</p> <p>Water</p> <p>Food</p> <p>Fresh air</p> <p>Cuddle</p> <p>Medicine</p> <p>Chemist</p> <p>Doctor</p> <p>Grown up</p>
3	Safe Indoors And Outdoors	<ul style="list-style-type: none"> <li>Name some hazards and ways to stay safe inside.</li> <li>Name some hazards and ways to stay safe outside.</li> </ul>	<p>Discuss who helps to keep us safe. What can we do to keep ourselves safe? What things in the classroom/ outside/ home could be unsafe? How can we make them safe?</p> <p>Introduce Harold the Safety Detective. Harold will investigate things in different places to see if they are safe or if they can be made safe. Show children pictures</p>	<p>Safe</p> <p>Unsafe</p> <p>Detective</p>

		<ul style="list-style-type: none"> <li>Show how to care for the safety of others.</li> </ul>	<p>of a kitchen, bathroom and outside. What can the children see which is unsafe? How can it be made safer? E.g. a pan on the hob with the handle sticking out could be moved to the back hob, handle out of the way and children knowing not to go near it as it is hot. Talk through each picture. Discuss who is responsible for keeping them safe in each situation and emphasise children can help to keep themselves safe.</p> <p>Activity- Children draw and caption a poster about how to keep themselves safe.</p>	
4	Listening To My Feelings (includes safe and unsafe touch)	<ul style="list-style-type: none"> <li>Name the adults who they can ask for help from, and will keep them safe.</li> <li>Recognise the feelings they have when they are unsafe.</li> <li>Talk about keeping themselves safe, safe touches and consent.</li> </ul>	<p>Discuss how we keep ourselves safe. How do we know if something is unsafe? What do we do if we haven't been told if something is safe or not, how might our bodies tell us? What can someone do if they do not feel safe? Children to be given 15 scenarios, they then stand near the safe, unsafe, not sure signs. Discuss how they would feel and why they do or do not think the scenario is safe.</p> <p>Activity- In small groups discuss ways someone can help us feel safe e.g. giving a hug, sit on their knee etc. When are these touches ok? What would you do if you didn't feel these or other touches were ok? Use puppets to show how someone knows if it is ok to give touches (they give consent) e.g. someone says can I give you a hug? and their friend responds yes. Now use the puppets to act out when someone says no or doesn't consent or they feel uncomfortable. Show that people sometimes use their body language to show they feel uncomfortable e.g. by turning away. Explain that if a person ever feels uncomfortable with a touch then they should walk away and tell a trusted adult.</p>	Safe Unsafe Tummy Feelings Uncomfortable Consent
5	Keeping Safe Online	<ul style="list-style-type: none"> <li>Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online.</li> </ul>	<p>Watch Jessie and Friends <a href="https://www.thinkuknow.co.uk/parents/jessie-andfriends-videos/">https://www.thinkuknow.co.uk/parents/jessie-andfriends-videos/</a></p> <p>Discuss how devices can be fun but sometimes people accidentally see things which they shouldn't. What should a person do if they watch something they shouldn't?</p> <p>Activity- Children write in a speech bubble one of the lines they can remember from the song.</p>	Safe Worried Tell Adult Trust

6	People Who Help To Keep Me Safe	<ul style="list-style-type: none"> <li>• Name the people in their lives who help to keep them safe.</li> <li>• Name people in their community who help to keep them safe.</li> <li>• Talk about ways to keep themselves safe in their environment.</li> </ul>	<p>What is a trusted adult? Who could you speak to? How do trusted adults make you feel? Have they helped you before? Explain that the people who help keep us safe the most are people who we know, but that some people’s job is to keep us safe. Show children pictures of uniform or equipment, can they guess who they belong to and how they help keep us safe? E.g. Lollypop stop sign, belongs to a crossing patrol person to help us cross the road safely etc. Share the green cross code with children and how they can safely cross the road.</p> <p>Activity- Children to go into the playground and practice using the green cross code to cross the role play road.</p>	<p>Safe Worried Tell Adult Trust Address</p>
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