

Year 3 and Year 4 – Me and My Safety

Statutory Guidance links	R3.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 H5.1 H1.9, 2.3,			
SMSC links	<p>Moral development:</p> <ul style="list-style-type: none"> ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England (Y3 and 4) understanding of the consequences of their behaviour and actions (Y3 and 4) <p>Social development:</p> <ul style="list-style-type: none"> to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.(Y3) To demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.(Y4) <p>Cultural development</p> <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others (Y3 and 4) 			
Before you begin	Teachers need to be familiar with the school's Safeguarding and Medicines/drug Incidents policies. Online safety, knowing what to do in school and at home if they come across anything which worries them on line and understanding that people might not be who they appear to be online (in computing curriculum)			
Learning Aims	Learning outcomes Children will be able to :	Activity Type	Resources and Activities	Key Vocabulary
To deepen their understanding of risk by recognising, predicting and assessing risks in different situations	identify risk in a range of situations	skills	Look at a range of pictures and identify the risks e.g. Hunt the Hazards posters from Rospa http://www.safetyshoppers.com/c-318-ss_hs.aspx What can children do to avoid the risks? Do they ever need to ask for help from an adult? Who? Ask the children to write five rules for a given situation e.g. being near the road(rules for crossing the road), being near water, in the kitchen Celebrate how much children know about being safe already	Safe, unsafe, risk, identify, help, rules,
To differentiate between terms risk, danger and hazard	list potential hazards at home, in school and the local area	Knowledge	Make a list of potential hazards at home, school and in the local area and why they could be dangerous. This could be done as a class or in small groups.	Risk – possible consequences and likelihood of something

Year 3 and 4 – Me and My Safety

	identify possible dangers from the hazards		Explain that risk is the likelihood of something happening and also how serious it might be. Look at some of the hazards and associated dangers again. Look at the likely risk with some of them e.g. cooker at home – burning a child – unlikely if not in kitchen when cooker is on or are careful around cooker.	occurring Danger – somebody or something which may cause harm Hazard – Possible source of harm
Understand school rules about health and safety	explain how school rules help to keep them safe	Knowledge	<p>Look at school rules particularly those relating to safety– discuss the likely consequences if the rules are broken. Steer the children away from thinking about getting into trouble as a consequence e.g. if you run in the corridor likely to fall over and hurt yourself and possibly others. Think about how likely it is for accidents to happen if the rule wasn't in place and how serious the consequences would be. Reinforce the rule is there to keep everyone safe</p> <p>Consider rules or laws that everyone follows that help to keep everyone safe e.g. speed limits, consider why we have laws and what could happen if those laws are broken</p>	
To deepen their understanding of risk by recognising, predicting and assessing risks in different situations	explain that medicines should be used properly or they can be harmful		<p>In groups give the children the name of a medicine they will have heard of e.g. aspirin, paracetamol, Ventolin (inhaler), and antibiotics. Ask each group to make a story board based on the medicine they have been given using Year 3 Me and My Safety Resource A. You could also ask the groups to make the story positive or negative. Once children have completed their story board ask them to explain them to the class. Draw out a discussion on when medicines had a positive effect and when they were negative. Stress the dangers of taking medicines you haven't been given by a responsible adult or not using medicines correctly. Discuss with the children where medicines should be kept and what should be done with them when they are no longer needed or are out of date.</p> <p>Stress that all medicines are drugs but not all drugs are</p>	Medicines, drugs, risk, safety, help

Year 3 and 4 – Me and My Safety

			medicines.	
Safety To be able to use basic techniques for resisting pressure to do wrong	know that pressure to behave in an unacceptable or risky way can come from a variety of people inc peer pressure ore media pressure	Knowledge skills	Ask the children to think of as many different people as possible who influence them e.g. family, friends, teachers, pop stars, advertisements. Ask the children to think about the choices/decisions they make each day – who influences those day to day choices? Ask the children to think about the choices/decisions they may have to make in the future – who might influence those choices? Discuss situations where children may be put under pressure to do something risky or wrong. Think about strategies for resisting pressure Year 3 Me and My safety Resource B contains a model for decision making. Use the scenarios in Year 3 Me and My Safety Resource C . Children work in small groups and practise resisting pressure. Explore different outcomes and consequences. Discuss the concepts of ‘give and take’ and ‘compromise’..	decisions, pressure, influence,nervous, brave, compromise, risk, frightened, think, persuade, safe, sensible, negotiate
Begin to understand the concept of keeping something confidential or secret and when we should or should not agree to do this	judge what type of physical contact is acceptable or unacceptable explain what they can do if they experience unacceptable touches	Attitudes Skills	Discuss the concept of personal space and what types of physical contact are acceptable and unacceptable, include shaking hands, cuddle, kiss, hitting, biting, tickle, kick. Discuss that some are never acceptable and for others it might depend on who is involved and when. Use the scenarios in Year 3 Me and My Safety Resource D to discuss and think about how the other person might feel, stress that everybody has the right to feel safe, comfortable and to say no or stop. Explain that they can always talk to an adult in school if anything is worrying them.	Acceptable, unacceptable, worried, hurt, upset, tell
	explain which parts of their body are private explain the underwear rule	Knowledge	Use the NSPCC materials to talk to children about which parts of their body are private and what they can do to keep themselves safe. http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/	
	explain the difference between secrets and surprises	Knowledge	Think about some good things that children have kept secret or as a surprise. Explain that these are fun and that eventually everyone will know about them. Talk about bad	Good and bad secret, surprise, tell,

Year 3 and 4 – Me and My Safety

			secrets e.g. someone being picked on and not telling anyone. These are not good secrets to keep. Discuss what children should do if another child or an adult asks them to keep a secret that worries them.	
Recognise their increasing independence brings increased responsibility to keep themselves and others safe	explain ways they can keep themselves safe (in given situation)	Skills	Talk to the children about things they can do now that they needed an adult for previously e.g. playing outside, walking to school, making a hot drink. What do children need to do to keep safe while doing this? Do they need to help keep anyone else safe e.g. staying with a friend while outside. Where can they go for help if they are ever worried.	
<p>Additional Ideas</p> <p>Stepping Out – Practical pedestrian training programme</p> <ul style="list-style-type: none"> • http://www.teachingzone.org/enw/pdf/flashover%20electrical%20awareness%20resource%20pack%20and%20worksheets.pdf Electricity hazards and safety from Electricity Northwest including Don't get toasted! And Don't get fired! Identifying what is not safe in the home. Free to download. • http://www.rosipa.com/leisuresafety/Info/WaterSafety/watersafety-children-young-people.pdf Free to download water safety guidance for young people • https://canalrivertrust.org.uk/explorers-games/water-safety-lesson-plan.pdf water safety lesson. Free to download • http://www.bbc.co.uk/education/clips/z32w2hv Video clip showing the dangers of electricity • http://www.sja.org.uk/sja/pdf/NHQ_Lesson%20plan%201%2029%20Jan.pdf hazard hunters in the classroom activity. Free to download. • http://www.thinkuknow.co.uk/8_10/ Created for 8-10 year olds to show them what is good, look at what's not and show ways to get out of bad situations online. 				