

	<b>LO</b>	<b>Main session (class discussion/circle time)</b>	<b>Key skills</b>	<b>Key questions</b>	<b>Resources</b>
<b>SESSION 1</b>	To understand that household products, including medicines, can be harmful if not used properly	Describe how some medicines are taken and for what reasons  Recognise that medicines have a specific and an individual use  Talk about the harmful aspects of some household products and medicines  Describe ways of keeping safe when using household products (including medicines)	Managing risk and personal safety  Analysing and evaluating situations	What goes into our bodies and for what reason?  Who puts them there?  How do they get in?  What kinds of medicines help us to get well?  How do these different things feel, smell and taste?  Which things are safe, not so safe or dangerous?  When should we say 'no', 'don't do that' or 'I'll tell'?	Stories where young characters find medical advice or treatment (this could include in the animal world).  Invite local health professional in to talk to the children about the role of medicines in helping to keep them well. Show pictures of medicines and household products so that pupils can recognise the difference between the two.
<b>SESSION 2</b>	To learn rules for, and ways of keeping, physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference	Describe different ways of keeping safe in familiar and unfamiliar situations  Talk about ways they can ask for help from people whose job it is to keep them safe  Identify potential unsafe situations and steps they can take to avoid or remove themselves from them  Talk about how it is ok to keep fun surprises secret for a while but not adults' secrets	Making decisions and choices  Resilience  Analysing and evaluating situations  Recalling and applying knowledge and skills	What do we have to keep safe from?  Are these real dangers or pretend dangers?  Is it something we do that makes them dangerous?  Who can we ask to help us?  Who has the job of keeping us safe?  Do we always have to keep secrets?  If we tell someone will we get into trouble?	Stories where young characters have fears or problems such as the dark or new places or situations and stories which widen the vocabulary of feelings.  ROSPA and Brake websites, road safety campaigns  Road Safety Talk from a suitable visitor or practise

	between secrets and surprises and understanding not to keep adults secrets)	Describe ways of keeping safe online			crossing the road in local vicinity (risk assess)
<b>Session 3</b>	To learn about people who look after them, their family networks, ways that pupils can help these people who look after them, whom to go to if they are worried and how to attract their attention.	Identify the people who look after them and how they care for them  Explain what they can do themselves if they are worried and whom they can go to  Talk about ways they can attract the attention of people who care for them if they are worried  Describe how they can help and support those who care for them	Making decisions and choices  Empathy  Resilience	Who helps us to keep safe?  What are they trying to teach us to do or not to do?  How can we help them?  How do we know whom to ask for help?  How can we attract the attention of people that we want to help us?  How can we keep ourselves and others safe?	Use stories about characters being helped and looked after, and those where characters responsible for themselves.  <a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a>  Use this website to see what to do in an emergency
<b>Session 4</b>	To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'	Describe the personal responsibility they have in school and at home to keep themselves safe  Talk about the ways they share the responsibility for keeping others safe in school and at home  Explain how the rules and procedures in class help to keep them and others safe  Talk about appropriate responses to give in situations that may occur in school and at home when they feel unsafe or they are worried about the	Making decisions and choices  Self-reflection  Team working	What do we enjoy doing at home, indoors, outdoors and at school?  What are the rules and why do we need to keep to them?  Do the rules depend on the people and places?  How can we keep other people safe?  What should we do if we feel worried or unsafe about ourselves or others?	Stories where young characters follow/don't follow the 'rules' and have to deal with the consequences; where young characters do not recognise when they are being persuaded.

		safety of others			
<b>Session 5</b>	what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	Discuss own and other's privacy. What it means, why it's important and what we can do to give others and ourselves privacy. What is appropriate and not appropriate (knocking on doors, toileting, dressing)	Analysing and evaluating situations	<p>What does the word privacy mean?</p> <p>Why do we and others need privacy? How do we feel if someone doesn't respect our privacy?</p> <p>Is privacy in all families the same?</p> <p>Do the same rules apply at home as at school?</p> <p>How can we respect other's privacy?</p> <p>How can we ask for privacy for ourselves?</p>	Stories about respecting others (No Means No by Jayneen Sanders)
<b>Session 6</b>		Presentation (to class, school or parents) of what they have learnt during the 'Health and Well being' topic			