

Unit A Keeping ourselves and others safe

About the unit

In this unit, children learn that rules are important for keeping ourselves and others safe. Through investigation and circle-time activities they learn about the positive role of medicines and develop an understanding of how they can be harmful if not used properly. They identify different ways medicines are used, and people who can give medicines safely. They also learn that other household products can be harmful if not used properly, and learn ways to keep safe around them. They consider feelings associated with being unwell or injured, learn to value their health and reflect on what it might be like to have a long-term or serious illness.

Consideration must be given to children or families with long-term or serious illnesses.

The activities in the unit could be linked with work in English, science, PE and RE. Some links are included in the 'Points to note' section.

The unit could also be linked with unit 4 'People who help us' and unit 8 'How do rules and laws affect me?' in the key stages 1 and 2 citizenship scheme of work and unit 1A 'Ourselves' and unit 2B 'Plants and animals in the local environment' in the key stages 1 and 2 science scheme of work.

Where the unit fits in

This unit addresses the following aspects of the key stage 1 non-statutory framework for PSHE and citizenship, and the key stage 1 programme of study for science:

PSHE and citizenship

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

1c to recognise, name and deal with their feelings in a positive way

Preparing to play an active role as citizens

Pupils should be taught:

2a to take part in discussions with one other person and the whole class

2d to agree and follow rules for their group and classroom, and understand how rules help them

Developing a healthy, safer lifestyle

Pupils should be taught:

3c how some diseases spread and can be controlled

3f that all household products, including medicines, can be harmful if not used properly

3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

Developing good relationships and respecting the differences between people

Pupils should be taught:

4a to recognise how their behaviour affects other people

4b to listen to other people, and play and work cooperatively

4d that family and friends should care for each other

Breadth of opportunities

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through opportunities to:

5c take part in discussions

5d make real choices

5h ask for help

Science

Pupils should be taught:

Sc2 2a to recognise and compare the main external parts of the bodies of humans and other animals

Sc2 2d about the role of drugs as medicines

Expectations

Expectations should be adapted according to the needs, age, stage and maturity of the children. It is expected that by the end of this unit most children will: know some simple rules for the classroom and the playground and explain how rules help keep us safe. They identify medicines and describe different ways they are taken. They know that some medicines can be prescribed only by a doctor and know some simple rules for using medicines safely. They identify some household products that can be harmful if not used safely, and know some ways to keep safe around them.

Resources

Resources include:

- simple games
- stories or poems about medicines and illness
- pictures of medicines, a syringe and a needle
- Professional Association for Teachers of Science (ASE) publication *Be safe*
- the DfES PSHE website – www.teachernet.gov.uk/PSHE (information on resources and links to other websites)

Many groups and organisations produce online resources that are relevant to drug, alcohol and tobacco education. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through www.qca.org.uk/pshe

- Wired for Health
- Welltown
- Drug Education and Prevention Information Service (DEPIS) (provides information on resources for drug education and prevention)

NB: care should be taken when encouraging children to access websites

Learning objectives

Children learn:

Possible teaching activities

Learning outcomes

Children:

Points to note

Rules are important

- that rules are important for keeping safe
 - about different rules for different places, *eg keeping safe in the classroom, playground and at home*
 - how to identify people who can help keep them safe
 - that actions have consequences
 - how to discuss and negotiate an agreement with others
- Play a simple game, *eg snakes and ladders*, or use an activity from PE that has rules. The game could be played in pairs, in groups or as a class.
 - Use a short story illustrating the consequences of someone breaking the rules. Talk about the importance of rules for keeping safe, *eg*
 - *discuss what rules would have kept them safe during the game or activity*
 - *discuss the consequences and impact on others if rules are not followed (encouraging the children to describe their feelings)*
 - *encourage the children to talk about times they have broken rules*
 - Ask the children in pairs to compare and contrast safety rules in the classroom and playground, *eg use pictures of children cutting paper or running, and discuss why it is safer to do these only in the classroom or playground*. The pairs then share what they think with the rest of the class.
 - Ask the children in small groups to think of some new rules for their classroom or playground that would help keep them safe, or provide them with examples of new rules. In pairs or small groups, they discuss which rules they think would or would not work, giving reasons. They identify one rule they want to adopt for the class or school. This could be extended to a whole-class discussion, for example through circle time. The children also identify how the class or school rules are agreed, *eg through the class/school council*. They vote on which rule they want to take forward into the process.
 - As a class, discuss and identify who helps to keep children safe in school, out and about, and at home.
 - Make simple finger puppets or masks of key people, *eg a teacher, lunchtime supervisor, police officer*. The children use the puppets to explore which people help keep us safe in different situations, and how to ask these people for help. Explain that when asking for help we need to be clear and concise.
- follow simple rules
 - explain how rules help keep us safe
 - anticipate the consequences of some actions
 - describe their feelings, listen to others and use their imagination to understand how others might feel
 - participate in discussions and reach agreements with others
 - devise simple questions to ask for help in different situations
 - begin to show concern and responsibility towards others
 - know how to ask for help from adults and how to say no to pressure
- The development of ground rules (see beginning of the next activity) may be brought forward to the start of this section.
 - Link with unit 1 'Taking part – developing skills of communication and participation' in the key stages 1 and 2 citizenship scheme of work.
 - Link with English: En1 S&L3a, 3e in the key stage 1 programme of study.
 - Link with PE: 2c in the key stage 1 programme of study.
 - Homework task: children could talk with parents or carers about some rules in the home. They discuss why the rules are there and what might happen if they were broken. Children and parents or carers could draw or write a story illustrating their ideas, or agree a new rule for keeping safe at home.
 - Finger puppets can be made very simply from strips of card with a hole cut out for fingers and decorated as a character by the children.

Learning objectives

Children learn:

Possible teaching activities**Learning outcomes**

Children:

Points to note**Feeling unwell and the role of medicines**

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| <ul style="list-style-type: none"> • about the different roles of medicines and how they are taken • that medicines affect the body • how medicines can be harmful if not used properly • about people who can give different types of medicine • how to identify and describe feelings associated with being unwell or injured • About rules that apply to medicines | <ul style="list-style-type: none"> • Establish and agree (or review) ground rules for talking about feelings. • Read a short story or poem that expresses how it feels to be fit and well. • In circle time the children talk about times when they have been well and when they have been ill or needed treatment. Discuss what steps were taken to make them feel better, <i>eg rest, talking about it</i>, as well as whether they took medicines. What else made them feel better and who helped them? • Make a class list of medicines or treatments the children have heard about and add further examples. The list could include examples from different cultures and countries. Explain that medicines have a range of functions. Ask the children to work in pairs to categorise them, <i>eg whether they</i> <ul style="list-style-type: none"> – <i>prevent illness (such as vaccinations)</i> – <i>ease pain (such as headache pills)</i> – <i>help the body fight illness (such as antibiotics)</i> – <i>help the body work properly or better (such as insulin, inhalers)</i> • Discuss alternatives to taking medicines, and explain that it can be harmful to use the wrong medicines or other people's medicines. • With the children working in pairs, in groups or as a whole class, give them an outline of a human body. They decide whether the medicines they have discussed go inside or outside the body and then write or stick pictures of them in the appropriate place. • The children list all the ways that medicines get into the body, <i>eg swallowed, inhaled, injected, absorbed through the skin</i>. Explain that medicines should be taken only in the way they are intended, or they could damage the body. • Ask the children to consider who can give different types of medicine, <i>eg doctor, nurse, pharmacist, school nurse, parent</i>. Explain that some medicines can be prescribed only by a doctor and must be obtained from a pharmacist. The children could make finger puppets of various characters (to add to those made in the earlier activity) or masks, or be given picture cards, <i>eg doctor, pharmacist, nurse, teacher, parent, friend, themselves</i>. Talk about the role each of these people has and who can give different types of medicine. Avoid stereotypes by discussing a range of people. • The children could use their puppets, masks or pictures to role-play going to the doctor and then collecting a prescription. • Review what the children have learnt by considering what rules apply to the safe use of medicines, <i>eg which adults can give out medicine, following the instructions, not taking other people's medicines</i>. • Talk about the school's policy on medicines. Discuss why the rules are in place and what might happen if children did not follow the rules. The children could produce a poster for display, drawing attention to the school's policy on medicines. | <ul style="list-style-type: none"> • understand that medicines have different uses, and describe how medicines are taken • know that medicines can be harmful if they are not taken correctly • know which adults can give them medicines • express their feelings and discuss ideas with other children • understand simple rules about the safe use of medicines and some of the reasons why we need such rules | <ul style="list-style-type: none"> • For ground rules, see appendix 5 of the <i>Teacher's guide</i> in the key stages 1 and 2 scheme of work for citizenship. It may be helpful if the children have done some previous work on feelings in PSHE before they do these activities. • Explain that taking long-term medication is part of some children's daily life and that these children have to learn how to give themselves medicines, <i>eg children with diabetes</i>. Discuss some of the difficulties such children face, <i>eg remembering to take the medicine, having other children tease them</i>. • The interactive website www.welltown.gov.uk can be used to explore different types of illness. • Health professionals may be able to support these activities. • It may be useful to prepare word banks or cards for some of the more difficult terms. • Link with science: key stage 1 Sc2 2a in the programme of study and unit 1A in the key stages 1 and 2 science scheme of work. |
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Learning objectives

Children learn:

Possible teaching activities**Learning outcomes**

Children:

Points to note**Feeling unwell and the role of medicines (continued)**

- Extension activity: have a discussion to explore the difference between having to and choosing to take medicines. Children could also discuss where medicines are sold, *eg supermarkets*.

- Homework tasks could include:
 - talking with parents or carers about the medicines they have used and why they had them
 - making and decorating the finger puppets or pictures of various people who can give medicines and using them to discuss with parents or carers who should give particular medicines
 - writing a story or poem about what it feels like to be ill
 - discussing with parents all the things someone can do to feel better when they are ill, apart from taking medicines
- Schools may have different policies or rules on medicine. Some schools allow children to carry some medicines with them to take when they need to. Others do not allow children to take medicine unless a member of staff is present.
- Link with English: En1 S&L10b in the programme of study.

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children learn:		Children:	

How medicines can be harmful

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| <ul style="list-style-type: none"> • that medicines can be harmful if not used properly • ways to stay safe around medicines | <ul style="list-style-type: none"> • Tell a story about a child who, not knowing any better, decided to take some of a friend's medicine. Ask the children to explain why taking someone else's medicine is dangerous. • The children work in pairs or small groups to discuss simple scenarios about how medicines could be misused, <i>eg</i> <ul style="list-style-type: none"> – <i>forgetting to take a medicine</i> – <i>taking too much medicine in one go</i> – <i>taking medicines too often</i> <p>Video clips or pictures may be useful triggers for the discussions.</p> <ul style="list-style-type: none"> • Each pair or group feeds back their key points about one situation. • Discuss some key points about using medicines safely. The children design a short safety leaflet explaining what they have learnt about rules. • The children could invite a primary care worker, <i>eg a GP, a nurse</i>, to see their work and talk in more detail about the role of medicines and of the different people who give them. • Ask the children to find out where medicines are kept at home and to draw or write their findings. | <ul style="list-style-type: none"> • understand that medicines must be used properly or they can be harmful • explain some ways that people misuse medicines • follow simple rules for keeping safe around medicines • show they care about keeping themselves and others safe | <ul style="list-style-type: none"> • This activity can be linked to the literacy hour, using stories about medicines as starting points and encouraging children to write responsive statements. • Link with English: En1 S&L10c in the programme of study. • Some parents may not want their children to know where they keep medicines. |
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Learning objectives

Children learn:

Possible teaching activities**Learning outcomes**

Children:

Points to note**Safety around household substances**

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| <ul style="list-style-type: none"> • that some household substances can be harmful if not used properly • how to recognise some basic warning symbols on packaging • the importance of following rules and instructions for keeping safe • what to do when someone is hurt | <ul style="list-style-type: none"> • Ask the children to report on where medicines or household substances are kept in their home, and to suggest reasons why they are there. • Explain that household substances can be just as harmful as medicines if not used properly, and that they have to be stored carefully. Show the children pictures or cleaned-out containers of a variety of substances, <i>eg bleach, glue, pesticide</i>. Talk about what these substances are used for and how they can be harmful if not used for their proper purpose. The children could sort the containers by placing them on the floor in one of three rings, labelled 'safe to touch', 'unsafe to touch' and 'don't know'. Establish some simple rules for keeping safe around household substances. • Ask the children to decide which common household substances should be locked away or used only by adults and then place the pictures or empty containers on a diagram of a shelf or locked cupboard. Include substances such as toiletries and cleaning materials. • Show the children warning symbols and labels on containers. Explain what they mean. Explain what to do if someone accidentally swallows some of the substance or gets some on their skin. • The children write a story or role-play a situation where a younger child has found a household substance. They describe how they would explain to the child what its purpose is, and how it can be harmful if not used properly. | <ul style="list-style-type: none"> • identify some household substances that can be harmful • follow simple rules for keeping safe • understand symbols showing that something is dangerous • know what to do when someone gets hurt | <ul style="list-style-type: none"> • Some parents may not want their children to know where they keep medicines. • If children use containers, check that they are clean and empty; bottles should be washed thoroughly; explain to children why containers should be clean and empty for this activity. • Further activities can be found on internet sites with games about safety around the home, <i>eg</i> <ul style="list-style-type: none"> – www.welltown.gov.uk – www.teachernet.gov.uk/pshe • An alternative focus or additional activities can be included here, <i>eg activities about rules for litter</i>. Establish and agree some simple rules for what children should do if they find litter that could be dangerous, <i>eg needles or discarded medicines</i>. Children could go on a litter hunt around the school and record on a simple map what they find. • Link with science: Sc2 5c in the programme of study. Also links with work on other hazardous materials around the home (and elsewhere). See unit 2B 'Plants and animals in the local environment' in the key stages 1 and 2 scheme of work. • The Professional Association for Teachers of Science (ASE) publication <i>Be safe</i> contains helpful information. NB: Some children are allergic to some plant material, <i>eg peanuts</i>. • Link with English: En1 S&L4a in the programme of study. • Homework task: children work with parents or carers to identify which substances are harmful and how they should be used safely. They record the names of substances in the home that have warning labels or symbols. |
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