

**YEAR: RECEPTION TOPIC : IS IT SAFE?**

<b>LEARNING OUTCOME</b>	<b>KEY QUESTIONS</b>	<b>ACTIVITIES</b>
<p><b>Session 1</b></p> <p>To be able to identify common harmful substances</p> <p>To know that some substances have to be stored safely</p>	<ul style="list-style-type: none"> <li>• For each substance: what is it? What is it for? Is it safe to touch, pick up, taste, try this?</li> <li>• Where are things kept in the classroom?</li> <li>• Where are things kept at home?</li> <li>• Why are things kept where they are?</li> <li>• What sorts of things are kept in high places or a locked cupboard?</li> <li>• Who is able to get those things?</li> </ul>	<p>Show the children a collection of everyday items including common safe and unsafe substances. Include items such as sweets, medicines, pills, matches, different kinds of drinks and different household cleaning items. Ask them to name and sort these into things they can use and things that are for adult-use only. Ask them to describe the potential harm caused by each unsafe item and share their ideas.</p> <p>Tour the school (in small groups with teacher or TA) – looking at where things are stored. Which things are stored high up or in a locked cupboard? Why are they stored there? Who is allowed to get these things?</p> <p>Cut out or draw pictures of items which would go on a low shelf / high shelf / locked cupboard at home, in the garden and at school. Use the key questions in this discussion.</p>
<p><b>Session 2</b></p> <p>To be able to identify things which I can safely put into or onto my body</p> <p>To be able to identify substances which could harm my body</p>	<ul style="list-style-type: none"> <li>• What do you put on your body?</li> <li>• What do you put into your body?</li> <li>• Where do you get these things from?</li> <li>• Who gives them to you?</li> <li>• Why do you put it into or onto your body?</li> <li>• Is it safe?</li> <li>• How do we know if something could harm us?</li> <li>• Who looks after these substances?</li> </ul>	<p>Draw a large outline of the human body. Sort a collection of items and pictures into things that go into the body and things that go on the body, e.g. clothes, plasters, medicine, lotion, berries, smoke, pins, smells, food.</p> <p>Discussion as per key questions.</p> <p>Sort each item into 'Is it safe?', 'I'm not sure, I'd ask' and 'It's not safe' for each item (basic risk</p>

assessment).

## RECEPTION: LESSON MODEL

LEARNING OUTCOME	KEY QUESTIONS	THEMES AND CONTENT AREAS
<p><b>Session 3</b></p> <p>To be able to identify people who look after us</p> <p>To understand why some people need medicines</p>	<ul style="list-style-type: none"><li>• Who looks after us at home?</li><li>• Who looks after us at school?</li><li>• Who looks after us at other places?</li><li>• Who looks after us when we're ill?</li><li>• How do people look after us when we're ill?</li><li>• What makes us feel better?</li></ul>	<p>Circle time activities 'At home...looks after me' 'When I fall over...looks after me' 'When I'm ill I feel better when...'</p> <p>Children to draw and write about a time they were ill and who and what made them better (e.g., staying in bed, drinking water, medicine, doctor). In circle time, children to share and talk about their experiences. Also talk about people who may have medicine to keep them healthy e.g. those with asthma. Produce a sheet for pupils to complete: Who looks after me when I'm ill at home / school? What makes me feel better when I'm ill (sleep, cuddles, fresh air, fruit, medicine NB steer children away from just thinking about medicines making them feel better).</p>
<p><b>Session 4</b></p> <p>To learn about safety around medicines</p>	<ul style="list-style-type: none"><li>• Why might medicine be dangerous?</li><li>• When is it safe to take medicine?</li><li>• When is it not safe?</li><li>• What should you do if someone is not behaving safely around medicine?</li></ul>	<p>Bring a jar of sweets into the classroom. Explain that half the sweets taste delicious and the other half taste revolting (but not poisonous). Ask the children how they would feel if they were offered one of the sweets. Tease out the fact that the children would be taking a risk. Is there a way of knowing which are the tasty sweets and which are the revolting ones? - no, because they all look the same.</p> <p>Tell the children that Lucy (or other name if you have a Lucy in your class) found a packet of shiny tablets that look like sweets in her house. They look like they may taste delicious. Ask the children what advice they would want to</p>

		<p>give Lucy.</p> <p>Use their responses to draw up safe medicine rules as a class e.g.</p> <ul style="list-style-type: none"><li>• Never take something if you're not sure what it is</li><li>• An adult should always look after medicines for a child</li><li>• Medicines can be harmful if they're not used properly</li><li>• Keep medicines in a safe place, out of reach of children</li></ul>
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