



Topic:	Year group	Term
Safety and the changing body	1	Spring Term. (Kapow)
Background knowledge		
Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.		
What should I already know?		
The progression of learning in EYFS is a combination of; Development Matters, key skills specific to our children's needs and our own school's vision for our children.		
<p>I can name and describe people that are familiar to me.</p> <p>I have explored my local area.</p> <p>I have learnt about people who help us (emergency services.)</p>		
Statutory objectives / Key Skills	The Journey	
<u>Objectives</u> <ol style="list-style-type: none"> <li><u>To know how to respond to adults in a safe and familiar context</u></li> <li><u>To understand how to respond to adults in a range of situations</u></li> <li><u>To understand what to do if you get lost</u></li> <li><u>To know what an emergency is and how to make a phone call if needed</u></li> <li><u>To begin to understand the difference between acceptable and unacceptable physical contact</u></li> <li><u>To begin to understand what is safe to put into or onto our bodies</u></li> </ol>	<u>Quiz and knowledge catcher</u> <ol style="list-style-type: none"> <li>Adults in school</li> <li>Adults outside school</li> <li>Getting lost</li> <li>Making an emergency phone call</li> <li><b>5. Appropriate contact - NSPCC PANTS lesson</b></li> <li>Safety with substances</li> <li>Safety at home</li> <li>People who help to keep us safe</li> </ol> <p>Review and reflect on knowledge catcher.</p>	

7. To understand that there are dangers at home and how these can be avoided
8. To understand that there are people in the local community who help to keep us safe

### Skills

- Practising what to do if I get lost.
- Identifying hazards that may be found at home.
- Understanding people's roles within the local community that help keep us safe.
- Learning what is and is not safe to put in or on our bodies.
- Practising making an emergency phone call.

### Outcomes

**Working towards:** I know who works in my school. I understand how I should speak to adults, I know what to do if I get lost. I understand what an emergency is. I understand that some types of physical contact are never appropriate. I understand what can safely go into my body. I understand that there can be hazards in the home. I understand that some people have jobs that help to keep us safe.

**Working at:** I understand how I should speak to adults in school. I understand who I should speak to if I am worried about anything an adult says or does. I can tell someone the name of my mum/dad/carers. I know the number to call in an emergency. I understand that some types of physical contact are appropriate. I understand what can safely go onto my body. I can explain how I can make things safer by following simple rules. I can explain how these people help to keep us safe.

**Working beyond:** I understand who I should speak to if I am worried about anyone in school. I know my address and postcode. I can explain why I should never put some things into my body. I know what I need to do if there is an accident at home. I can explain how I can help these people to keep me safe.

## Key Vocabulary

accident  
drug  
emergency  
hazards  
medicine  
physical contact

polite  
respect  
role  
trust

## Cross-curriculum links

### English

listen and respond appropriately to adults and their peers

participate in discussions, presentations, performances, role play, improvisations and debates  
write sentences by: saying out loud what they are going to write about [and] composing a sentence orally before writing it

### Science

describe the importance for humans of exercise, eating the right amounts of different types of food

## Assessment questions / outcomes

Who are the adults who work in school?

What is a stranger?

What is the name of the grown up that you are normally with?

What are the three emergency services?

What should I do if I don't like someone having contact with me?

Where is a safe place to keep medicines or potentially dangerous substances?

What hazards are there in houses?

How do the people doing these jobs keep us safe?

## British Values



Mutual respect, Individual liberty.