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| Suggested Curriculum Links  Health and Wellbeing – responsibility of all, food and health, planning for choices and changes  Drama – Role Play  Social studies – people, society, economy and business | | UNCRC  Articles;  6 12 13 17 19 24 33 | Wellbeing Indicators  Respected  Healthy  Safe  Responsible | | Building Resilience  5 Talk Things Over  2 Respect Yourself | | Skills – Keeping Safe  Communication  Self-regulation  Risk assessment  Self-awareness |
| Topic/context; Use of substances | | | | | | | |
| Potential bundles | Benchmarks | | | Suggested Activities/Assessment | | Resources/Links | |
| I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. ***HWB 0-38a***  I am learning to assess and manage risk to protect myself and others, and to reduce the potential for harm when possible. ***HWB 0-16a***  I am becoming aware of how cleanliness, hygiene and *safety* can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  ***HWB 0-33a*** (Food and health) | * Identifies which substances may be helpful and which may be harmful in given situations.   No benchmarks, responsibility of all | | | ***\*\* always be aware that many children’s lives are affected by drug/alcohol use so be sensitive to their needs***  Sorting – a range of items which are edible/not edible.  **Discussion points:**  What is safe to drink and eat at home?  If you don’t know what something is, don’t touch it or drink it.  What types of medicines have we had? Discuss safety.  Paracetemol– What is it for?  What would happen if I had too much? (Harmful)  Children do own risk assessments  Garden/outdoors – berries, plants  Safe household products e.g. (toothpaste, soap) and  products we should not touch e.g. cleaning products. | | **Keeping Myself Safe Resource:**  **Keeping Safe In My House**   * In the kitchen * In the bathroom * In the living room. * Discuss what items are dangerous. * Group items into safe / unsafe ones.   Various ROSPA resources  <https://www.rospa.com/home-safety/uk/northern-ireland/resources/>  Range of safety resources – free for teachers  <http://www.gosafescotland.com/>  Oral hygiene resources  <https://bda.org/library/oral-hygiene> | |
| Topic/context; Actions in unsafe situations | | | | | | | |
| Potential bundles | Benchmarks | | | Suggested Activities/Assessment | | Resources/Links | |
| I can show ways of getting help in unsafe situations and emergencies. ***HWB 0-42a*** | * Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult. * Names the emergency services. | | | People who help us if we become ill.  Discuss ways of getting help starting with Mum/Dad/Teacher – up to Emergency services in more serious situations. What services are there?  Illustrate ‘People Who Help Us’ - visits from services | | * Local Emergency Services * Community Links * School Nurse * Dental Health Team | |
| I use drama to explore real and imaginary situations, helping me to understand my world. ***EXA 0-14a*** | * Conveys through drama what characters in real or imaginary situations might say, do or feel. | | | Drama sketch – getting help in an emergency.  Learn to dial 999/101  Using a mobile phone in an emergency | |  | |
| By exploring my local community, I have discovered the different roles people play and how they can help. ***SOC 0-16a*** | * Identifies at least two people who provide help in the community. * Talks about ways that each of those people help. * Takes on appropriate roles during imaginative play. | | | **World of Work and People Who Help Us**  -Arrange visits from police, fire officers, shops, food banks, leisure centres, health centres, etc  Role play activities | |  | |
| I can describe some of the kinds of work that people do and I am finding out about the wider world of work  ***HWB 0-20a*** (Planning for choices and changes) | * Shares aspirations and goals for the future. * Talks about own learning, strengths and next steps. * Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others. * Communicates with others about different jobs in the community. | | | Enterprise activities e.g. running a produce stall, café  Play areas in room based on key skill sectors e.g. tourism, life sciences, | | [Career Education Standard](https://education.gov.scot/documents/dyw2-career-education-standard-0915.pdf)  (hyperlink)  I can communicate with people about the different jobs they do in my community.  I can role play different job roles. | |