PSHE Association



KS2

Keeping safe at home

Lesson plans & resources

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Keeping safe at home

This is the second of two lessons, one for key stage 1 and the other for key stage 2, promoting safety in the home. This KS2 lesson for years 3 and 4 builds on learning from KS1 and helps pupils to assess and manage common hazards that might occur in the home and recognise how the desire for peer approval can increase risk.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. This lesson would work well as part of wider learning about risk assessment, peer influence or keeping safe.

Learning objective

To learn how to assess and manage risk at home

Key words

Hazard, harm, injury, risk, reduce, strategy, peer influence

Learning outcomes

Pupils will be able to:

- assess some hazards in the home that could cause harm or injury
- explain how the desire for peer approval might put pressure on a young person to act in a riskier way at home
- describe strategies to reduce risk at home and help keep themselves (or others) safe, including strategies to manage peer influence

Lesson summary

Activity	Description	Timing
Baseline assessment	Establish ground rules. Pupils demonstrate their understanding by creating a mind map on keeping safe at home.	5 mins
Introduction	Pupils are introduced to the topic with an odd-one-out image activity and learning objectives and outcomes.	5 mins
Risk continuum	Pupils identify the risks in a range of scenarios and order them from 'no risk' to 'most risky'.	15 mins
Peer influence	Pupils identify scenarios involving peer influence and discuss possible outcomes, including strategies characters could take to resist peer influence.	10 mins
A day in the life	Pupils listen to the events that take place in Rhys's day at home. They identify risks and strategies Rhys could use to minimise risk.	15 mins
Reflection and endpoint assessment	Pupils privately reflect on the relevance of the learning to their own lives, before revisiting the baseline assessment activity to demonstrate their progress.	5 mins
Signpost support	Pupils are reminded that it is the responsibility of adults to keep them safe at home. Pupils recognise who to ask for help in different scenarios.	5 mins

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Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication and handling questions effectively.

Be aware of any pupils within the class who may be experiencing of have experienced homes that feel unsafe (for example, any pupils who may have experienced abuse or neglect at home).

Resources

- Box or envelope for anonymous questions
- Exercise books or A4 plain paper for baseline/endpoint assessment (one per pupil)
- **Resource 1: Risk continuum** (one set per group)
- **Resource 2: A day in the life – teacher notes**
- **Resource 3: A day in the life – pupil activity** (one per pupil)

BASELINE ASSESSMENT

Baseline assessment activity

5

Give pupils their exercise books or blank A4 paper and ask them to complete a mind map, jotting down everything they know about keeping safe at home. Their ideas might include safety rules, things at home that keep them safe, or common hazards to be aware of.

This activity is designed to assess pupils' existing knowledge, skills and attitudes. Pupils should complete their mind map individually, without adult support. While pupils are completing the activity, circulate to get an idea of their responses and to check for any misconceptions or gaps that might need addressing through the lesson. Collect in the papers or set the books aside – pupils will return to this activity at the end of the lesson to assess their learning.

Introduction

5

Show the four images on slide 11 and ask, which could be the odd one out?

Take pupils' responses and draw out that three of the images show hazards or risks:

- *the plug socket is a hazard (something that might cause injury, harm or hurt) because it connects to the electricity, and could cause an electric shock*
- *the pan of boiling water and the hob underneath are also hazards as they will both be very hot – if touched, they could cause scalds or burns*
- *the child standing on their friend's shoulders could fall, or he could drop what he is reaching for onto his friend – this behaviour is risky because they are exposing themselves to harm or injury*

So, the odd one out could be the girl who is reading, because there are no risks or hazards visible.

Briefly introduce the learning objective and outcomes and explain that today's lesson will be exploring ways of keeping safe at home. Emphasise that it is the responsibility of adults at home (parents or carers) to keep children safe. However, there are also things that children can do to help their adults to keep them safe.

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CORE ACTIVITIES

Risk continuum

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Using the scenario cards from **Resource 1: Risk continuum**, ask pupils to work in pairs to:

- identify the risk in each scenario
- place the cards in order on a continuum from 'no risk' to 'most risky'.

Take feedback as a whole class. Note that this activity does not have a single correct answer so pupils could display different orders on their continuums, but below is a guide example of how the scenarios might be organised. If pupils' answers are very different from the below, you may need to spend time discussing reasons for this and addressing any misconceptions:

- *No risk: Scenarios C and G*
- *Small risk: Scenarios A, F and L*
- *Big risk: Scenarios H (could cause serious burns or scalding), E (Frankie could see or hear things that make him feel upset or scared), J, D and K (all of which could result in falling from a height – arguably, scenario K would be the most risky of these if it's a high fence)*
- *Most risky: Scenario B (risk of starting a fire) and I (risk of online exploitation or seeing or hearing things that could make her upset)*

Discuss as a class if there are any other ways these different types of hazard or risk could be sorted. Establish that some hazards might cause physical harm, while others might cause emotional or psychological harm (scenarios E and I).

Support: Remove the last four scenario cards (I, J, K and L), which are more challenging.

Challenge: Ask pupils to rewrite one or more of the scenarios to make it less risky. They should be ready to explain how their change minimises the risk.

Peer influence

10

Bring the whole class together and ask if anyone knows what 'peer influence' means?

Explain that 'peer influence' is when someone is influenced – caused to think, say or act in a certain way – because of how others around them are behaving – or how they think others around them are behaving. Often this comes from a feeling of wanting to fit in.

Tell pupils that lots of people experience peer influence (even adults!) and that sometimes peer influence can be a good thing. For example, if a child's friends all love getting active then that child might be influenced to enjoy physical activity too. Establish that children might experience peer influence at school, out and about, but also at home.

In small groups, using the same scenario cards from **Resource 1: Risk continuum**, give pupils a few minutes to pick out the cards that show situations involving peer influence. Bring the class back together and check that groups have correctly identified scenarios A, D, E, F, I, J and K.

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In the same small groups, have pupils pick one or two of the scenarios A, D, E, F, I, J or K and discuss these questions:

- Who might be affected by peer influence?
- If they act on the peer influence, what might happen?
- What might they say or do to resist the peer influence?

Take feedback from a few groups. For example, in scenario I:

- *Agata might be affected by peer influence*
- *If she joins her friends in the chatroom, she may risk speaking to people online she does not know and seeing/hearing content that is too old for her or makes her upset*
- *To resist the peer influence, Agata could find a more age-appropriate game to suggest her friends play together, she could tell them why she doesn't want to play or (if it feels unmanageable to deal with by herself) she could speak to a trusted adult, like her mum*

Make sure pupils recognise that sometimes peer influence can make children more likely to take risks. However, while peer influence can make a child more likely to act in a certain way, peer influence can also be resisted – for example, by saying something like "No I don't want to do that." or by suggesting an alternative.

Challenge: Ask pupils to look at a scenario where there is more than one child who might be experiencing peer influence. Can they think of any reasons why one child could feel the influence of their peers more strongly? Some reasons might include: *if they are younger, if there are more of their peers, if they are 'hosting' the play date, or if they feel particularly left out.*

A day in the life

15

Tell pupils that they are going to be listening to a day in the life of Rhys. Explain that they will need to listen carefully and try to identify hazards or risks in Rhys's day. You could ask pupils to put their hand on their head or hold up a red card when they hear a hazard.

Using **Resource 2: A day in the life – teacher notes** read out the first two sections (7am and 10am) to the whole class, stopping when pupils identify a hazard or risk and asking, 'What do you think would be the best thing Rhys could do to reduce the risk in this situation?'. Once pupils have shared a few ideas, read on to reveal what strategy Rhys uses before asking:

- What strategy did Rhys use?
- Do you think this is a good strategy for the situation?

Make sure you cover the key learning provided on **Resource 2: A day in the life – teacher notes**.

Now tell pupils they are going to think about the rest of Rhys's day. Individually or in pairs, ask pupils to complete **Resource 3: A day in the life** by adding in strategies to manage risk at home for the last three sections (1pm, 3pm and 5pm).

Once pupils have completed the activity, take time to go through some of their suggested strategies and reinforce the correct strategies if needed, using **Resource 2: A day in the life – teacher notes**.

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Support: Give pupils suitable phrases or sentences (shown on slide 17) to choose from as they complete this cloze passage activity.

Challenge: Pupils write, say or draw what happens at 6pm in Rhys's day. They should aim to include at least two hazards and corresponding strategies to minimise risk.

PLENARY / ASSESSMENT *FOR* AND *OF* LEARNING

Reflection and endpoint assessment

5

Allow a few moments for pupils to think of at least one strategy from the lesson that could be useful for their own lives. As this is a private reflection, pupils should not be encouraged to share their ideas with the class.

Give each pupil their mind map from the beginning of the lesson and a different coloured pen or pencil. Ask pupils to amend their original ideas or add their new learning. This will help demonstrate progress and identify any future planning needs about safety in the home.

Signposting support

5

Remind pupils that while there are things they can do to help, it is the responsibility of their adult (parent or carer) to keep them safe at home and they should speak to them if they are worried about a hazard at home or if there is an accident and someone is hurt.

Emphasize that there are other adults who can help – for example, adults at school or adults we trust in our local community. If pupils are worried about safety at home, they can speak to:

- Parents, carers, teachers or another trusted adult in the first instance
- Childline 0800 1111 or www.childline.org.uk

If there is an emergency at home, people can dial 999 and ask for one of the emergency services; an ambulance if someone is badly hurt, the fire brigade if there is a fire or the police if someone (including themselves) is in immediate danger. Make pupils aware that if they do ever have to call 999, they will be asked some questions, like their name and their address.

EXTENSION ACTIVITY

Draw a room

Pupils draw a room in the home (e.g. bathroom, kitchen, living room) and include some hazardous activities and some safe activities. They could use speech and thought bubbles, and labels as needed and aim to include the different types of hazards learned about in today's lesson (i.e. hazards that could cause physical harm, hazards that could cause psychological harm, scenarios involving peer influence).

- Can their partner identify the hazardous activities?
- Can they provide some appropriate strategies to manage the risk in each activity?

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KS2

Keeping safe at home

Pupil resources

- Resource 1: Risk continuum ..... Page 8
- Resource 2: A day in the life (teacher notes) ..... Page 9
- Resource 3: A day in the life ..... Page 10

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Resource 1: Risk continuum

A

Liam and his cousin Ishani are playing in the living room. Ishani pushes Liam playfully and says, "Let's have a pillow fight!".

B

Lucy has found a cigarette lighter on the floor. It is colourful and she thinks it looks a bit like a toy.

C

Ella is reading her book in bed. Her mum is downstairs.

D

Jadon's friend has come over. There's a toy on a really high shelf they want to play with and Jadon's friend asks him to climb up and get it.

E

Frankie is 8. He is at home with his older brother and his friend. They are playing on a video game that is rated 12. They ask Frankie to join them.

F

Best friends, Amal and Kyle are making up a dance routine. There is a hot cup of tea on the table nearby.

G

Karen is doing a jigsaw with her grandad, who keeps making funny jokes.

H

Jay's dad has just run him a bath. Jay can tell it's hot because there's steam coming off it.

I

Lots of Agata's friends at school have started to use an online chatroom. Agata's mum says the chatroom is too old for her.

J

Dennis and his older sister, Meg, hear the front door opening – it's mum coming home! In excitement, they race each other down the stairs.

K

Billy kicks Martha's football into the neighbour's garden. He tells Martha to climb over the fence to get it.

L

May-Ling is playing with her new pet cat. Her cat is getting excited, and her mum warns her she might scratch.

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Resource 2: A day in the life – teacher notes

bold text = hazard

underlined text = strategy

italicised text = notes for teacher

7am

Feeling hungry, 8-year-old Rhys opens his eyes and jumps out of bed ready for breakfast! As he puts on his jumper, he notices that his sister has **left her hair straighteners out**. He doesn't touch them or the wire that connects them to the plug socket, just in case they are hot! *This is a good strategy – straighteners and hair tongs can take a long time to cool down after they've been used. If the straighteners are on, he could also tell his sister or an adult so that they can turn them off.*

Rhys goes to the kitchen to eat some cereal. When reaching for the milk, he accidentally **knocks a glass onto the floor and it shatters.** Rhys gets the dustpan and brush to clear up the broken glass. *This is not a good strategy because Rhys might cut himself clearing up the glass or miss a piece, which could be dangerous for him or others in his home. Instead, Rhys should tell an adult so they can clear it up for him.*

10am

Much to his excitement, Rhys's friend Angel comes over later that morning. They decide to **play a game of chase in the living room where Rhys's toys are all over the floor.** Instead of picking them up, Rhys and Angel jump over the toys. After a while, Angel trips and hurts her knee.

This is not a good strategy – they should pick up the toys so there aren't any trip hazards on the floor while they are playing or play their game of chase in a bigger or outdoor space.

1pm

After all the playing, Rhys and Angel are a little peckish! They settle down in the kitchen for lunch. While they eat, **dad puts the kettle on and goes into the living room.** Rhys makes sure _____. *A good strategy is to stay away from the kettle and cord, because the water and steam will be hot and pulling on the cord or wire could make the kettle fall.*

3pm

Angel spots a video game on a shelf and asks Rhys to stand on the back of the sofa to see if he can reach it. Rhys tells Angel _____.

Good strategies include telling Angel to wait and going to ask his dad or another adult to get the game for them instead, telling Angel they can play a different video game/do a different activity that doesn't involve climbing on furniture.

As they look at the cover of one video game they realise it belongs to Rhys's sister and is too old for them. Angel wants to play anyway. Rhys says "_____".

Good strategies include saying "Why don't we play this other game instead?", "No, I don't want to.", "We're not allowed, look it's too old." or "My sister will be cross.".

5pm

Rhys loves bath time! He creeps into the bathroom and looks at the water in the bath. Then he _____. *Good strategies include calling an adult to help him check the temperature or using the tip of his elbow to see how hot it is (but if he does this, he should still check with an adult that it is safe to get in).*

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Resource 3: A day in the life – pupil activity

7am

Feeling hungry, 8-year-old Rhys opens his eyes and jumps out of bed ready for breakfast! As he puts on his jumper, he notices that his sister has left her hair straighteners out. He doesn't touch them or the wire that connects them to the plug socket, just in case they are hot!

Rhys goes to the kitchen to eat some cereal. When reaching for the milk, he accidentally knocks a glass onto the floor and it shatters. Rhys gets the dustpan and brush to clear up the broken glass.

10am

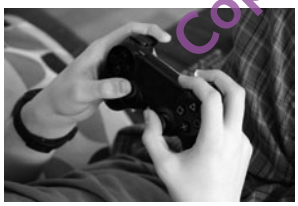
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1pm

After all the playing, Rhys and Angel are a little peckish! They settle down in the kitchen for lunch. While they eat, dad puts the kettle on and goes into the living room. Rhys makes sure

_____



3pm

Angel spots a video game on a shelf and asks Rhys to stand on the back of the sofa to see if he can reach it. Rhys tells Angel

_____

As they look at the cover of one video game they realise it belongs to Rhys's sister and is too old for them. Angel wants to play anyway. Rhys says "_____

"

_____



5pm

Rhys loves bath time! He creeps into the bathroom and looks at the water in the bath. Then he _____

_____

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