

Overview		
In this sequence of learning, pupils will explore how to approach risky situations safely and thoughtfully. They will develop the ability to consider key questions and notice how their bodies feel when facing potential risk. Pupils will learn about the role of emergency services and be encouraged to show respect for them. They will practise following instructions and responding calmly in emergencies. Pupils will identify trusted people and safe places to go when they have concerns. They will also learn what to do if dangerous situations arise at school and how to recognise whether a secret is safe or unsafe.		
What should I already know?	Vocabulary	
• There are different kinds of meetings, like meeting friends, teachers, or new people. • These meetings can make me feel happy, shy, excited, or nervous, and all feelings are okay. • I should always tell a trusted adult before meeting someone new. • I should stay close to adults I trust when I meet people I don't know well. • If something feels wrong or unsafe, I can walk away and tell an adult. • Medicines are special substances that help people feel better when they are ill. • I should never take medicine on my own. • I should only take medicine when a trusted adult gives it to me. • "Private" means something that belongs only to me. • My private areas are the parts of my body covered by my swimsuit or underwear. • No one should look at or touch my private parts except to keep me healthy or safe. • Fire can be dangerous, so I must stay away from matches, lighters, and hot things. • 999 is the emergency number in the UK.	Questions	A sentence that asked for information. 
	Gut feeling	A strong inner voice that tells you if something is right or wrong 
	Emergency services	Special teams who provide fast help. 
	Medical emergency	An unexpected illness needing fast help.
	Worry	A normal, uncomfortable feeling that happens when your brain thinks about something.
What will I know by the end of the sequence?		
• A risk is something that might be unsafe or could cause harm. I can learn what risks look like so I can make safe choices. • If something feels unsafe, I can ask a trusted adult for help. Asking questions helps me stay safe. • A gut feeling is when my body tells me something feels right or wrong. I should listen	Invacuation	To move people to a safe place inside a building.

to my gut feeling and talk to an adult if something feels wrong. • Emergency services include the police, firefighters, and ambulance workers. They help keep people safe and help us in emergencies. • I can call 999 if someone is hurt, there is a fire, or I need urgent help. I should only call 999 in real emergencies. • People show worry in different ways, like feeling quiet, scared, upset, or confused. All feelings are normal, and everyone worries sometimes. • In a fire alarm, I should walk calmly outside with my class. • In an evacuation, I stay inside and follow my teacher's instructions. In a medical emergency, I get an adult to help straight away. • Trusted adults give instructions to keep me safe. Following instructions helps everyone stay calm and protected. • An unsafe secret is one that makes me feel scared, worried, or uncomfortable.	Trusted adults Unsafe secret Safe secret	Adults who you know and look out for you. Information kept hidden that could cause worry or fear and put someone in danger. Information kept hidden.
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