

EPKCE UKS2 Session 1

Understanding Risk and Staying Safe

Overview:

This session helps students understand risk and safety in different situations. They will learn strategies to assess and manage risks, recognise unsafe situations, and create a safety plan for themselves.

Learning Objectives:

- Equip children with strategies to avoid risky situations.
- Develop awareness of personal safety in different environments.
- Recognise and assess potential dangers in peer interactions.
- Build confidence in decision-making regarding personal safety.

PSHE Programme of Study and Statements Links:

- **H38.** How to predict, assess and manage risk in different situations
- **R9.** How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- **R18.** To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

RSHE Programme of Study Statements

Health Education (Mental Wellbeing & Internet Safety and Harms):

- *“Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).”*

Relationships Education (Families and People Who Care for Me):

- *“How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.”*

Being Safe:

- *“How to recognise and report feelings of being unsafe or feeling bad about any adult.”*
- *“How to report concerns or abuse, and the vocabulary and confidence needed to do so.”*
- *“Where to get advice e.g. family, school and/or other sources.”*

Assumed Prior Learning:

- Basic understanding of personal safety.
- Awareness of unsafe situations in everyday life.

Session Outline:

- **Activity:** Risk Scenario cards.
- **Materials:** Scenario cards depicting everyday situations (e.g., being asked to hold something for an older child, feeling unsafe on the bus).

- **Task:** In a small group, children discuss how they would respond to each scenario and share their strategies.
- **Outcome:** Develop critical thinking and practical safety strategies.
- **Empowerment Exercise:** Create a 'Safety Plan' poster where children list trusted adults, safe places, and steps to take when feeling unsafe.
- **Task:** Students list trusted adults, safe places, and steps to take when feeling unsafe.
- **Outcome:** Personalised safety plans to reinforce confidence in handling risks.

Session Plan Breakdown

Time	Activity	Linked Resource
10 mins	Introduction: <ul style="list-style-type: none"> Icebreaker: Ask students to define what “risk” means to them and how it applies to everyday situations. 	<ul style="list-style-type: none"> Possible definitions of risk. Possible responses of everyday situations.
25 mins	Risk Scenario Cards <ul style="list-style-type: none"> Students choose a card and as a group, collectively discusses the scenario and possible solutions. Discussion on best responses and strategies. 	<ul style="list-style-type: none"> Scenario cards. List of possible strategies.
15 mins	Empowerment Exercise <ul style="list-style-type: none"> Allow students to create their safety plan by listing out adults they trust, places they feel most safe, and steps they can take when they feel unsafe. Ask students to share one aspect of their plan if they feel comfortable doing so. Reminding students of community agreements. 	<ul style="list-style-type: none"> Printable safety plan posters. Possible community agreements.
10 mins	Wrap Up Reflection <ul style="list-style-type: none"> Group reflection: what did you learn about risk and safety? Invite students to share one thing they will do differently in a situation they feel unsafe. Emphasise the importance of talking to a trusted adult when feeling uncomfortable. 	

Include Alternative Activities:

- **Practising Responses:** Have students practice possible responses to risky situations in pairs.

- Personal safety pledge: Have students individually write a personal commitment to staying safe.

Include Baseline and Plenary:

- Baseline: Start with a short discussion: "What does risk mean, and how can you be safe?"
- Plenary: Students complete the sentence: "I can be safe by..."

Resources and Images:

- Possible definition of risk.
- Possible everyday situations of risk and possible responses.
- Scenario cards.
- List of possible strategies for the scenarios.
- Possible community agreements.
 - Printable safety plan posters.

Definition of risk:

- Risk is *"the possibility of something bad happening."* (Cambridge Dictionary, 2025)

Possible responses from students to the definition of risk:

- A situation that could be dangerous or cause harm.
- Making a choice that might have a good or bad outcome.
- Doing something without knowing exactly what will happen.
- Taking a chance where something could go wrong.
- A situation where we have to think before we act to stay safe.

Possible everyday situations where risk can apply:

- Crossing the road when cars are coming.
- Playing a new game or sport for the first time.
- Trying to climb a high tree or wall.
- Walking home alone after school.
- Talking to a stranger in a public place.
- Deciding whether to wear a helmet when riding a bike or scooter.
- Saying no when a friend dares you to do something dangerous.
- Sharing personal information online.
- Choosing who to trust with a secret.
- Eating food without knowing if it's safe or if you have an allergy.

Scenario Cards:

<p>An older child you don't know well asks you to carry their bag for them.</p> <p>Possible Response:</p> <ul style="list-style-type: none"> • Say, "No, I'm not allowed to carry other people's things." • Walk away. <p>Strategy:</p> <ul style="list-style-type: none"> • If they insist, tell a trusted adult immediately. • Avoid handling items from people you do not trust. 	<p>You are walking home and notice someone following you.</p> <p>Possible Response:</p> <ul style="list-style-type: none"> • Change direction or go into a nearby shop or a friend's house. • Avoid running, but stay aware of your surroundings. <p>Strategy:</p> <ul style="list-style-type: none"> • Call a parent or trusted adult, and if you feel unsafe, seek help from a responsible person nearby.
<p>A group of kids dares you to do something dangerous.</p> <p>Possible Response:</p> <ul style="list-style-type: none"> • Say no and suggest an alternative game or activity. • Remind them that risky dares can lead to serious consequences. <p>Strategy:</p> <ul style="list-style-type: none"> • If they pressure you, walk away and talk to a teacher or trusted adult about peer pressure concerns. 	<p>You're on a bus and a stranger starts talking to you in a way that makes you uncomfortable</p> <p>Possible Response:</p> <ul style="list-style-type: none"> • Politely ignore them or move to another seat near the driver or another passenger. <p>Strategy:</p> <ul style="list-style-type: none"> • If they persist, tell the bus driver or a trusted adult when you get off. • Never share personal information with strangers.

Possible Community Agreements for Group Discussion:

* The teacher may want to write these up for students to see during the discussion.

Respect: Everyone's opinions and experiences are valued.

Listen Actively: Let's hear each other out without interrupting.

Be Kind: Treat others how you want to be treated.

No Judgment: We all come from different experiences, and we're here to learn.

Speak Up for Safety: If something doesn't feel right, talk to a trusted adult.

Confidentiality: What is shared in discussion stays in discussion (unless it concerns safety).

Safety Plan Posters

*The Teacher can print these out for each student to fill-in.

Trusted Adults	Safe Places	Steps to Take When I feel Unsafe
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