

Personal Safety

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Personal Safety suite of units has been designed to develop learners' understanding of personal safety at home, in the community and the wider world, and to develop and apply practical strategies or positive actions to protect themselves and others.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	E1	E2	E3	L1	L2
Awareness of safety	Recognise safe and unsafe situations in familiar environments	Identify risks and basic safety procedures at home	Identify risks in home and community contexts	Describe routine safety checks and procedures	Analyse causes of accidents and safety failures
Responding to risk	Follow simple safety instructions	Demonstrate safe responses to hazards	Apply strategies to manage risks	Apply safety procedures in practical contexts	Demonstrate procedures to prevent harm in complex scenarios
Seeking help	Identify a trusted adult	Identify sources of help at home and in community	Identify when and how to seek help	Review methods for summoning help	Evaluate and select appropriate communication strategies
Personal safety in community	Recognise basic safe behaviours	Identify strategies for staying safe in public	Apply strategies when travelling or in public	Produce guidance for safe behaviour in public contexts	Assess and adapt safety strategies for unfamiliar contexts
Supporting others	Participate in simple safety actions	Take a basic step to support others	Apply actions to support others' safety	Contribute to safety planning for others	Evidence contribution to positive safety outcomes
Digital safety	— (implicit only)	Recognise and report	Identify and apply online	Apply safe digital behaviours	Analyse and respond to

		basic online risks	safety strategies	and responses	complex online safety risks
Communication and decision making	Indicate simple choices (e.g., say no)	Choose appropriate safety actions	Demonstrate responses to situations	Communicate appropriate safety actions	Develop and justify communication strategies

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training providers facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of personal safety, including home, community and online safety appropriate to the level of delivery
- be able to support learners in developing practical safety skills, including responding to risks and participating in simulated or real-life scenarios
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns

Delivery should be supported by:

- staff who can facilitate discussion of potentially sensitive topics (e.g., bullying, unsafe situations, emergencies) in a safe and supportive manner
- staff who can model safe behaviours and reinforce positive decision-making
- access to staff with first aid knowledge or basic safety training where practical demonstrations are included

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Environment

- a safe, inclusive and well-managed learning environment that supports discussion, practical activity and scenario-based learning
- sufficient space to carry out practical demonstrations and group activities safely

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding, reflection and discussion
- scenario-based materials (e.g., home hazards, community situations, online safety scenarios) to support applied learning
- visual teaching aids (e.g., slides, diagrams, symbols) to support accessibility and engagement
- prompt cards or visual cues (e.g., safety symbols, “stop/no/help”) to support lower-level learners

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to a computer or laptop for digital resources

Safety Demonstration Resources (as appropriate to level)

- household items for hazard identification, e.g., unplugged appliances, cables, containers (cleaned and safe for use)
- basic safety equipment, e.g., smoke alarm demonstrator, signage, hazard indicators
- non-clinical first aid training materials, e.g., bandages, slings, training pads
- basic tools for demonstrating safe use (where applicable)
- personal protective equipment (PPE) for demonstration purposes, e.g., gloves, goggles

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Personal Safety at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching	Learners match images of safe places (e.g., classroom, playground safe area) to the correct label.
Picture Selection	Learners select images showing unsafe activities (e.g., running indoors, wet floor).
Pointing / Identifying	Learners identify a trusted adult from photos or symbols.
Simple Verbal Response	Learners state a way to be careful (e.g., walk, sit properly).
Sorting	Learners sort images into safe and unsafe categories.
Supported Participation	Learners follow a simple safety instruction (e.g., stop, move to safe area).
Demonstration	Learners demonstrate a way to say no (e.g., shaking head, saying “no”, moving away).
Simple Discussion (Supported)	Learners take part in a supported discussion about who helps them stay safe.

Entry Level 2

Assessment of Personal Safety at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Matching / Selecting	Learners match emergency situations with appropriate help actions (e.g., call emergency services, tell adult).
Listing / Identifying	Learners identify risks linked to hazards in the home (e.g., fire, sharp objects).
Demonstration	Learners demonstrate a safe response to a hazard (e.g., wiping spill, switching off device).
Sorting / Categorising	Learners sort safe vs unsafe communication with strangers.
Identification Tasks	Learners identify where to find help in the community (e.g., police, shop staff).
Scenario-Based Responses	Learners select actions when feeling uncomfortable in public.
Short Verbal/Written Response	Learners use personal information to contact a trusted adult.
Digital Safety Task	Learners identify an online risk and indicate how to report it.
Basic Participation	Learners carry out an action to support others' safety (e.g., alerting adult).

Entry Level 3

Assessment of Personal Safety at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Matching / Selecting	Learners match emergency situations with appropriate help actions (e.g., call emergency services, tell adult).
Listing / Identifying	Learners identify risks linked to hazards in the home (e.g., fire, sharp objects).
Demonstration	Learners demonstrate a safe response to a hazard (e.g., wiping spill, switching off device).
Sorting / Categorising	Learners sort safe vs unsafe communication with strangers.
Identification Tasks	Learners identify where to find help in the community (e.g., police, shop staff).
Scenario-Based Responses	Learners select actions when feeling uncomfortable in public.
Short Verbal/Written Response	Learners use personal information to contact a trusted adult.
Digital Safety Task	Learners identify an online risk and indicate how to report it.
Basic Participation	Learners carry out an action to support others' safety (e.g., alerting adult).

Level 1

Assessment of Personal Safety at Level 1 should include:

Assessment Type	Examples of Tasks
Structured Written Task	Learners describe routine safety checks in a familiar environment.
Sequencing Task	Learners outline steps for responding to emergency situations.
Practical Demonstration	Learners apply safety procedures when using tools or equipment.
Scenario-Based Task	Learners identify actions to increase personal security in public places.
Review Task	Learners review different methods for summoning help in unfamiliar environments.
Product Creation	Learners produce guidance for safe travel (e.g., poster, checklist).
Listing Task	Learners list risks of sharing personal information online.
Demonstration / Role Play	Learners demonstrate responses to unwelcome digital contact.
Group Task	Learners contribute to a safety or wellbeing plan for peers.
Reflection	Learners reflect on how their actions support safety.

Level 2

Assessment of Personal Safety at Level 2 should include:

Assessment Type	Examples of Tasks
Structured Written Task	Learners describe routine safety checks in a familiar environment.
Sequencing Task	Learners outline steps for responding to emergency situations.
Practical Demonstration	Learners apply safety procedures when using tools or equipment.
Scenario-Based Task	Learners identify actions to increase personal security in public places.
Review Task	Learners review different methods for summoning help in unfamiliar environments.
Product Creation	Learners produce guidance for safe travel (e.g., poster, checklist).
Listing Task	Learners list risks of sharing personal information online.
Demonstration / Role Play	Learners demonstrate responses to unwelcome digital contact.
Group Task	Learners contribute to a safety or wellbeing plan for peers.
Reflection	Learners reflect on how their actions support safety.

Unit Content

Entry Level 1

Unit Title: Personal Safety

Unit Reference Number: CBM121

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of personal safety at home, in the community and the wider world, and to develop and apply practical strategies or positive actions to protect themselves and others.

Principles of Progression

I can identify who looks after me and who my family and friends are. I can show care and respect for others

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand basic safety rules in familiar environments		1.1	Identify a safe place in a familiar environment
		1.2	Identify an unsafe thing or activity in a familiar environment
2. Identify how to use basic safety actions		2.1	State a trusted adult they can ask for help
		2.2	State a simple way to be careful in the classroom or school
3. Be able to follow simple safety procedures		3.1	Participate in a simple safety action
		3.2	Indicate a way to say no to an unsafe action

Indicative Content

LO1 AC 1.1 Learners must recognise a safe place in a familiar environment e.g.,

- the classroom
- the dining hall
- the designated safe zone in the playground
- sitting near their teacher, their home.

AC 1.2 Learners must recognise an unsafe thing or activity in a familiar environment e.g., a wet floor sign.

LO2 AC 2.1 Learners must state the name of one trusted adult they can ask for help e.g.,

- teacher (name must be given)
- parent/carer (name must be given)
- a specific teaching assistant
- a specific family member.

AC 2.2 Learners must state a simple way to be careful in the classroom/school, home or community e.g.,

- sitting down
- walking slowly
- keeping hands and feet to self
- using scissors only with a teacher
- putting things back in the correct place.

LO3 AC 3.1 Learners must participate in a simple safety action when asked e.g.,

- stopping when a teacher says 'stop'
- moving carefully to a designated area during an emergency drill (fire drill)
- putting on a high-vis vest for an outside trip
- putting rubbish in the bin.

AC 3.2 Learners must indicate a way to say 'no' to an unsafe action e.g.,

- shaking head
- raising a hand
- saying the word 'no'
- moving away from the situation.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being. Our decision-making impacts on the quality of our lives and the lives of others
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helps learners acquire the skills needed to keep themselves and others safe, which supports long-term participation in learning, employment, and community life

Relevant Cross-Cutting Themes	
Theme	Rationale
Human rights	Helps learners understand and exercise their right to safety, protection and dignity in their homes, communities and online spaces. By developing the knowledge and practical skills to recognise risks, seek help, act responsibly, and protect both themselves and others

Entry Level 2

Unit Title: Personal Safety

Unit Reference Number: CBM122

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of personal safety at home, in the community and the wider world, and to develop and apply practical strategies or positive actions to protect themselves and others.

Principles of Progression

Progression step 2 - I can recognise that there are different types of relationships beyond my family and friends

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand common risks and safety procedures at home		1.1	Identify procedures for getting help in an emergency at home
		1.2	State risks associated with hazards in the home
		1.3	Demonstrate a safe way to deal with a hazard
2. Identify strategies for staying safe in the local community		2.1	Identify strategies for communicating safely with strangers
		2.2	Identify where to find help in the community
		2.3	Give examples of actions to take if feeling uncomfortable in public
3. Be able to use personal safety skills in the wider world		3.1	Use personal information to contact a trusted adult
		3.2	Identify online risks
		3.3	Carry out an action to support the safety of others

Indicative Content

LO1

AC 1.1 Learners must identify two procedures for getting help in an emergency at home e.g.,

- calling the emergency number (999)
- telling a trusted adult, using an alarm
- following a known fire escape plan)

AC 1.2 Learners must state two risks associated with common hazards in the home e.g.,

- risk of fire from leaving the oven/toaster on
- risk of cuts from using a sharp tool incorrectly
- risk of falling from standing on unstable furniture
- risk of poisoning from misuse of cleaning products/medication).

A.C. 1.3 Learners must demonstrate a safe way to deal with a specific hazard e.g.,

- safely wiping up a small liquid spill
- showing correct storage of a sharp object
- turning off an electrical device at the wall socket.

LO2

AC 2.1 Learners must recognise at least two strategies for communicating safely with strangers e.g.,

- saying 'No' clearly, knowing not to accept gifts/rides
- keeping a safe distance
- moving to a public/busy area
- walking away.

AC 2.2 Learners must give at least two examples of where to find help from a professional in the community e.g.,

- pointing out the location/signage for the Police Station
- the Fire Station
- a known hospital or clinic
- a school office/reception
- a library staff desk.

AC 2.3 Learners must give at least two examples of actions to take if feeling uncomfortable in public e.g.,

- cross the road
- walk quickly into a known safe place/shop and ask for help
- use a phone to contact a trusted person

	• join a group of people, stay alert and look around).
LO3	AC 3.1 Learners must use correct personal information to contact a trusted adult e.g., • stating or writing their own name and phone number or the phone number/address of a parent/guardian • using a pre-programmed contact on a device. AC 3.2 Learners must participate in identifying online risks e.g., • identifying that sharing a photo of their face/school uniform is a risk • stating/indicating that they would tell a parent/teacher/trusted adult about a nasty message or an upsetting image seen online. AC 3.3 Learners must complete an action to support the safety of others in a given scenario e.g., • telling the teacher that another student looks worried • gently guiding a peer away from a known trip hazard • finding a first-aid qualified adult in a staged emergency situation.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being. Our decision-making impacts on the quality of our lives and the lives of others
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helps learners acquire the skills needed to keep themselves and others safe, which supports long-term participation in learning, employment, and community life

Relevant Cross-Cutting Themes	
Theme	Rationale
Human rights	Helps learners understand and exercise their right to safety, protection and dignity in their homes, communities and online spaces. By developing the knowledge and practical skills to recognise risks, seek help, act responsibly, and protect both themselves and others

Entry Level 3

Unit Title: Personal Safety

Unit Reference Number: CBM123

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of personal safety at home, in the community and the wider world, and to develop and apply practical strategies or positive actions to protect themselves and others.

Principles of Progression

Progression Step 3 - I can understand that there are differences within types of relationships and that relationships change over time.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand potential risks to personal safety	1.1 Identify potential risks to personal safety at home
	1.2 Identify potential risks to personal safety in the community
	1.3 Identify different forms of bullying
2. Be able to identify positive strategies to manage safety	2.1 Explain actions to stay safe at home
	2.2 Give examples of staying safe when travelling or in the community
	2.3 Identify when and how to seek help
	2.4 State strategies to promote online safety
3. Be able to apply safety strategies	3.1 Demonstrate a positive way to manage a difficult situation
	3.2 Participate in a structured safety check
	3.3 Record and report a safety concern

Indicative Content

LO1 AC 1.1 Learners must state at least two potential risks to personal safety at home e.g.,

- fire
- electrical hazards
- scalds/burns in the kitchen
- slips/trips
- dangers from unfamiliar visitors
- risks associated with medicine/cleaning products
- dangers of being alone.

AC 1.2 Learners must state at least two potential risks to personal safety in the community e.g.,

- road safety (crossing, cycling)
- dark/unfamiliar places
- anti-social behaviour
- risks when interacting with strangers
- water safety (canals, rivers)
- dangers around construction sites.

A.C. 1.3 Learners must recognise two different forms of bullying, including an online example e.g.,

- verbal
- physical
- social exclusion
- psychological
- cyberbullying (mean messages, spreading rumours online, sharing unwanted images)
- harassment
- discrimination.

LO2 AC 2.1 Learners must state two positive actions to stay safe at home e.g.,

- closing/locking doors and windows
- having a fire escape plan
- not giving out personal information online
- checking with a parent/carer before opening the door to a stranger
- using safe charging practices for devices.

AC 2.2 Learners must give two examples of how to be safe when using public transport or walking in the community e.g.,

- planning a route
- walking with a friend

- staying in well-lit areas
- keeping phones/valuables out of sight
- sitting in carriages with other people/CCTV on public transport
- wearing visible clothing when cycling/walking at night.

AC 2.3 Learners must identify two examples of each of when and how to seek help from others e.g.,

When to seek help:

- when feeling unsafe
- when someone else is in danger
- when being bullied.

How to seek help:

- telling a trusted adult (teacher, parent, relative)
- using emergency services (999/111)
- using safe words
- knowing designated safe places.

AC 2.4 Learners must state at least two strategies to promote online safety e.g.,

- creating strong passwords
- being careful about what information/photos are shared
- checking privacy settings
- blocking/reporting people who are abusive
- never meeting up with someone met online without a trusted adult.

LO3 AC 3.1 Learners must demonstrate two positive ways to manage a difficult situation with another person e.g.,

- saying 'no' clearly
- walking away
- using calm body language
- seeking a mediator/trusted adult
- using active listening
- using 'I feel...' statements.

Evidence can be naturally occurring or through simulated tasks.

AC 3.2 Learners must participate in a structured tasks to check for safety in a familiar environment e.g.,

- conducting a simple classroom/school common area "safety spot check" for hazards (trailing wires, blocked exits, unmarked spills)
- identifying the location of a fire alarm/first aid kit.

AC 3.3 Learners must use an appropriate method to record and report a safety concern e.g.,

- writing down the time/date/location/description of a safety concern
- demonstrating how to use a school's reporting system (e.g., a pastoral report form, telling a designated staff member)
- demonstrating how to report bullying online.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being. Our decision-making impacts on the quality of our lives and the lives of others
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helps learners acquire the skills needed to keep themselves and others safe, which supports long-term participation in learning, employment, and community life

Relevant Cross-Cutting Themes	
Theme	Rationale
Human rights	Helps learners understand and exercise their right to safety, protection and dignity in their homes, communities and online spaces. By developing the knowledge and practical skills to recognise risks, seek help, act responsibly, and protect both themselves and others

Level 1

Unit Title: Personal Safety

Unit Reference Number: CBM124

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of personal safety at home, in the community and the wider world, and to develop and apply practical strategies or positive actions to protect themselves and others.

Principles of Progression

Progression step 4 - I can show a developing awareness of the complex nature of relationships

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand safety procedures	1.1 Describe routine safety checks
	1.2 Outline steps for responding to emergencies
	1.3 Apply a safety procedure when using tools or appliances
2. Understand strategies for safety in the community	2.1 Explain actions to increase personal security
	2.2 Review methods for summoning help
	2.3 Produce guidance on safe travel
3. Be able to apply digital and interpersonal safety	3.1 Explain risks of sharing personal information online
	3.2 Explain actions for dealing with unwelcome digital content
	3.3 Contribute to a plan to promote safety for others

Indicative Content

LO1 AC 1.1 Learners must describe three routine safety checks required for a familiar environment e.g.,

- checking smoke alarm battery
- checking expiry dates on food/medicine
- securing windows/doors
- checking first aid box contents
- checking wires are safely tucked away.

AC 1.2 Learners must outline the main steps of responding to two different types of emergencies e.g.,

- fire: raising the alarm, evacuation route, calling 999.
- accident/Injury: assessing the scene, getting help, applying first aid.

A.C. 1.3 Learners must apply a basic safety procedures when using tools or appliances e.g.,

- ensuring hands are dry before using an electrical appliance
- wearing appropriate Personal Protective Equipment (PPE) like gloves/goggles for a specific task
- using a step ladder correctly.

LO2 AC 2.1 Learners must explain at least three actions to take to increase personal security in public places e.g.,

- keeping valuables out of sight
- walking with confidence and purpose
- sticking to well-lit/busy areas
- not displaying cash/expensive phones
- planning the route home.

AC 2.2 Learners must review two different methods for summoning help in an unfamiliar public place e.g.,

- calling 999
- using a personal safety app
- approaching a uniformed professional (Police, Security, Transport Staff);
- entering an establishment and asking staff for assistance.

AC 2.3 Learners must produce a guide on safe conduct when using public transport or travel e.g.,

- keeping bags close/secured
- knowing their stop
- not distracting the driver
- sitting where other people are

	not sharing travel plans with strangers.
LO3	AC 3.1 Learners must explain at least three risks associated with sharing personal information online e.g., - identity theft - cyber-bullying - online grooming - being traced or located in person - financial risk. AC 3.2 Learners must explain at least three appropriate actions to take when dealing with unwelcome digital content or contact e.g., - blocking - muting - reporting to the platform - taking screenshots/evidence - telling a trusted adult - not replying to messages - changing passwords. AC 3.3 Learners must contribute to plan for promoting safety or well-being for a group of peers e.g., - helping to organise a safety message/poster campaign for the school - developing a checklist for safe school trips - being part of a peer support/anti-bullying rota.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being. Our decision-making impacts on the quality of our lives and the lives of others
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helps learners acquire the skills needed to keep themselves and others safe, which supports long-term participation in learning, employment, and community life

Relevant Cross-Cutting Themes

Theme	Rationale
Human rights	Helps learners understand and exercise their right to safety, protection and dignity in their homes, communities and online spaces. By developing the knowledge and practical skills to recognise risks, seek help, act responsibly, and protect both themselves and others

Level 2

Unit Title: Personal Safety

Unit Reference Number: CBM125

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of personal safety at home, in the community and the wider world, and to develop and apply practical strategies or positive actions to protect themselves and others.

Principles of Progression

Progression step 5 - I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand risk management and emergency response	1.1 Describe factors contributing to accidents
	1.2 Explain the purpose of emergency communication procedures
	1.3 Demonstrate a procedure for preventing further harm in an emergency situation
2. Be able to select and adapt safety strategies	2.1 Compare safety measures of transport methods
	2.2 Assess risks associated with travel
	2.3 Adapt a personal safety strategy
3. Be able to manage safety using communication and digital skills	3.1 Define types of online safety risks
	3.2 Develop a communication strategy for a safety concern
	3.3 Collect evidence of contributing to safety outcomes

Indicative Content

- LO1 AC 1.1 Learners must describe at least three factors that contribute to two different types of accidents e.g.,
- Slips/Trips: poor lighting, wet floor, cluttered walkway
 - Burns/Scalds: hot liquid placement, lack of concentration, lack of oven mitts.
- AC 1.2 Learners must explain the purpose of at least two key emergency communication procedures e.g.,
- Why 999 is used
 - the purpose of an emergency contact list
 - why one should not use a mobile phone in a fire evacuation
 - the purpose of a Fire Assembly Point.
- A.C. 1.3 Learners must demonstrate a safe procedure for preventing further harm in an emergency scenario e.g.,
- switching off the electricity supply
 - safely isolating the hazard
 - following a basic first aid instruction e.g., applying pressure to a wound or raising a limb.

- LO2 AC 2.1 Learners must compare the safety and security measures of two different public transport methods e.g.,
- Bus vs. Train: lighting, staff presence, CCTV, crowdedness, emergency buttons, travel times.
- AC 2.2 Learners must assess three potential risks associated with travel to an unfamiliar place e.g.,
- getting lost
 - being late
 - lack of local knowledge/staff
 - transport cancellation
 - managing personal belongings in a crowd, poor mobile signal.
- AC 2.3 Learners must adapt a personal safety strategy to suit a new social or public situation e.g.,
- modifying a strategy for dealing with strangers (from the street to an online gaming platform)
 - modifying travel security (from a quiet bus to a busy airport).

LO3	AC 3.1 Learners must define at least three different types of online safety risks e.g., • Phishing • Trolling • Cyber-bullying • Online Grooming • Identity Theft. AC 3.2 Learners must develop a communication strategy for responding to a complex safety or well-being concern e.g., • who to tell (trusted adult, police, online report) • what details to record • how to speak/write clearly and calmly about the issue. AC 3.3 Learners must collect at least three pieces of evidence of contributing to a positive safety outcome for others e.g., • log/record of participation in a peer mentoring program • photo of a safety poster they created and distributed • teacher testimony of them reporting a potential risk e.g., a cyber-bullying concern or a broken lock.
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Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being. Our decision-making impacts on the quality of our lives and the lives of others
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helps learners acquire the skills needed to keep themselves and others safe, which supports long-term participation in learning, employment, and community life

Relevant Cross-Cutting Themes	
Human rights	Helps learners understand and exercise their right to safety, protection and dignity in their homes, communities and online spaces. By developing the knowledge and practical skills to recognise risks, seek help, act responsibly, and protect both themselves and others