



## Safety Knowledge Progression Curriculum

### Safe Relationships – Body Safety

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Keeping Safe / Safe relationships - Attainment Targets/ Objectives</u>	<p><u>2021 Framework:</u> <u>Personal, Social, Emotional Development: Building relationships</u> Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> <p><u>Managing Self:</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>By the end of KS1, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>about how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>about knowing there are situations when they should ask for permission and also when their permission should be sought</li> <li>about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</li> </ul>		<p><b>By the end of KS2, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>about what is meant by first aid; basic techniques for dealing with common injuries</li> <li>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</li> <li>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</li> <li>about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (Online Safety Computing curriculum)</li> <li>recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>about seeking and giving permission (consent) in different situations</li> <li>about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> <li>where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> </ul>	
<u>Body Safety inc. consent CSE- Knowledge</u>	<p><b>New vocabulary:</b> Body, underwear, private, trusted adult, (PANTS).</p> <p><b>Knowledge:</b> I know that parts of my body are private. I know my underwear covers my private parts. I know that my body belongs to me. I know that 'no' means 'no' I know that I should speak to a trusted adult if I am worried. I can explain what the PANTS rule is.</p>	<p><b>New vocabulary:</b> Help, appropriate, inappropriate, touch,</p> <p><b>Knowledge:</b> I understand and know the PANTS rules. I know the difference between appropriate and inappropriate touch. I understand that I have the right to say 'no' to unwanted touch. I know what to do if I feel unsafe or worried for myself or others. I know words to use when asking for help and to keep trying until I am heard. I can name body parts and know which parts are private. I can name a trusted adult who I can ask for help</p>	<p><b>New vocabulary:</b> Safe touching, secret, permission, physical contact, uncomfortable.</p> <p><b>Knowledge:</b> I know the adults I trust and who I can ask for help. I know how to respond if physical contact makes me feel uncomfortable or unsafe. I understand about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). I know there are situations when I should ask for permission and also when my permission should be sought. I can name trusted adults and those whose job it is to help including police, doctors and teachers.</p>	<p><b>New vocabulary:</b> Peer pressure, consent, confidential.</p> <p><b>Knowledge:</b> I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable I know where to get advice and report concerns if I am worried about my own or someone else's personal safety. (e.g. pastoral team, Childline) I know what giving permission (consent) means. I know what keeping something 'confidential' or secret means.</p>	<p><b>New vocabulary:</b> Privacy, personal, boundaries, consent.</p> <p><b>Knowledge:</b> I know about privacy and personal boundaries. I know how to recognise pressure from others to do something unsafe and strategies for managing this. I know when keeping something 'confidential' or secret should be or should not be agreed to and when it is right to break a confidence or share a secret. I know about seeking and giving permission (consent) in different situations.</p>

<p>Body Safety inc. consent CSE- Applied Knowledge</p>	<p>I can talk about secrets that upset me with a trusted adult.</p>	<p>I can explain what the PANTS rule is.</p>	<p>I can explain the PANTS rules and how they keep me safe.</p>	<p>I can recall the contact number for Childline to report concerns. I can explain what consent means.</p>	<p>I can explain and provide examples of what are appropriate boundaries in my friendships and wider relationships. <i>I can recall the contact number for Childline to report concerns.</i></p>
<p>Body Safety inc. consent CSE- Implementation</p>	<p><b>Time allocation:</b> 2 x lessons (1 in Autumn term, 1 in Spring term). Recap during Summer 2 'Changing Me' topic.</p> <p><b>Impact Piece</b> Follow guidance and lesson plan from <a href="#">EYFS NSPCC PANTS materials</a> Draw ideas from Jigsaw PSHE Changing Me lesson 1. Pair of pants decorated for display?</p>	<p><b>Time allocation:</b> 2 x lessons (1x Autumn term, 1 x Spring term). Recap during Summer 2 'Changing Me' topic.</p> <p><b>Impact Piece</b> Follow <a href="#">guidance</a> and <a href="#">lesson plan</a> from KS1 NSPCC PANTS materials Draw ideas from Jigsaw PSHE Relationships lesson 3, Relationships lesson 4 and Changing Me lesson 4. PANTS rules written out /poster.</p>	<p><b>Time allocation:</b> 2 x lessons (1x Autumn term, 1 x Spring term). Recap during Summer 2 'Changing Me' topic.</p> <p><b>Impact Piece</b> Follow <a href="#">guidance</a> and <a href="#">lesson plan</a> from KS1 NSPCC PANTS materials Draw ideas from Jigsaw PSHE Relationships lesson 2 (physical contact), Relationships lesson 4 (secrets), Relationships lesson 5 (trust) and Changing Me lesson 4 (private parts). Scenarios using secrets and permission – comic strip examples of what they would do? Two truths and a lie?</p>	<p><b>Time allocation:</b> 2 x lessons (1x Autumn term, 1 x Spring term). Recap during Summer 2 'Changing Me' topic.</p> <p><b>Impact Piece</b> Draw examples from <a href="#">LKS2 Twinkl 'Body Awareness and Consent' lesson pack</a> Draw ideas from Jigsaw PSHE Healthy Me lesson 5 (safe/unsafe).</p>	<p><b>Time allocation:</b> 2 x lessons (1x Autumn term, 1 x Spring term). Recap during Summer 2 'Changing Me' topic.</p> <p><b>Impact Piece</b> Draw examples from <a href="#">LKS2 Twinkl 'Body Awareness and Consent' lesson pack</a> Draw ideas from Jigsaw PSHE Healthy Me lessons 3, 4 and 5 (pressure) and Relationships lesson 5 (pressure).</p>

## Keeping Safe - Stranger Danger

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Keeping Safe - Attainment Objectives</u>	<p>2021 Framework: <u>Personal, Social, Emotional Development: Building relationships</u> Form positive attachments to adults and friendships with peers. <u>Managing Self:</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>By the end of KS1, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>to recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>how to respond safely to adults they don't know</li> <li>about the people whose job it is to help keep us safe</li> </ul>		<p><b>By the end of KS2, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> <li>how to predict, assess and manage risk in different situations</li> <li>about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (link to Online Safety Computing curriculum)</li> </ul>	
<u>Stranger Danger Knowledge</u>	<p><b>New vocabulary:</b> Safe adults, ID, community. <b>Knowledge:</b> I know who are the safe adults in my life. I know that I need to stay with/listen to a safe adult. I know that adults wear ID badges to show who they are.</p>	<p><b>New vocabulary:</b> Stranger, being safe. <b>Knowledge:</b> I know my role in keeping myself safe. I know how to respond safely to adults I don't know. I shouldn't tell anybody my address. I know to not go anywhere on my own with a stranger. I know that if a stranger asks me to go with them I shout, run and tell someone. I know not to take a present from a stranger.</p>	<p><b>New vocabulary:</b> Separation, approach <b>Knowledge:</b> I know that if I get lost, I should look for a safer stranger and ask for help. A safer stranger is someone who wear a uniform and a badge like a police person. If you can't see a safer stranger, look for a safer building (like the doctors, a dentist or a shop) to go into. Ask the people inside to help.</p>	<p><b>New vocabulary:</b> Appropriately <b>Knowledge:</b> I know how to respond safely and appropriately to adults I may encounter whom I do not know. I know that I should seek help if someone makes me feel uncomfortable.</p>	<p><b>New vocabulary:</b> Respond <b>Knowledge:</b> I know how to respond safely and appropriately to adults I may encounter (in all contexts including online) whom I do not know. I know that if someone says something to me online that I don't like, I should tell an adult. I know that I must not give out my personal information to someone that I don't know. I know that people can sometimes pretend to be someone else on the internet.</p>
<u>Stranger Danger - Implementation</u>	<p><b>Time allocation:</b> 1 lesson in Autumn term (reminder throughout year in reflection times). <b>Impact Piece</b> Poster or sentences about rules for keeping safe and knowing who safe adults are. Draw ideas from Jigsaw PSHE Healthy Me lesson 6 (stranger danger).</p>	<p><b>Time allocation:</b> 1 lesson in Autumn term (reminder throughout year in reflection times). <b>Impact Piece</b> Poster or sentences about identifying safe adults and strangers in the community. Draw ideas and guidance from '<a href="#">Clever Never Goes</a>' website.</p>	<p><b>Time allocation:</b> 1 lesson in Autumn term (reminder throughout year in reflection times). <b>Impact Piece</b> Poster or 'How to' guide for what to do if a stranger approaches (Could be written for Year 1 / EYFS children) Draw ideas and guidance from '<a href="#">Clever Never Goes</a>' website.</p>	<p><b>Time allocation:</b> 1 lesson in Autumn term (reminder throughout year in reflection times). <b>Impact Piece</b> Draw ideas and guidance from '<a href="#">Clever Never Goes</a>' website.</p>	<p><b>Time allocation:</b> 1 lesson in Autumn term (reminder throughout year in reflection times). <b>Impact Piece</b> Draw ideas and guidance from '<a href="#">Clever Never Goes</a>' website.</p>

## Fire and Electrical Safety

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Keeping Safe - Attainment Targets/ Objectives</u>	<p>2021 Framework: <u>Personal, Social, Emotional Development: Managing Self:</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>By the end of KS1, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• about rules and age restrictions that keep us safe</li> <li>• to recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>• about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>• about the people whose job it is to help keep us safe</li> <li>• about what to do if there is an accident and someone is hurt</li> <li>• how to get help in an emergency (how to dial 999 and what to say)</li> </ul>		<p><b>By the end of KS2, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how to predict, assess and manage risk in different situations</li> <li>• about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</li> <li>• strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</li> <li>• how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> </ul>	
<u>Fire &amp; Electrical Safety - Knowledge</u>	<p><b>New vocabulary:</b> Fire drill, firework, bonfire, fire, danger, hot, cold</p> <p><b>Knowledge:</b> I know how to respond to a fire drill. I know who helps us in the event of a fire. I know what to do in a real fire. I know how to stay safe around bonfires and fireworks. I know what items are hot or cold to touch in the home so that I can keep safe.</p>	<p><b>New vocabulary:</b> Firework Code, electrical appliances</p> <p><b>Knowledge:</b> I know how to respond to fire drills from different points in the school. I know the Firework code. This means wearing gloves if I have a sparkler and only having one at a time. I should hold it at arms length. I know how to keep safe when near a bonfire. I should stay well away from them and let adults light them. I know how to keep safe at home (including around electrical appliances) I know my own address and know to not tell people unless I call 999.</p>	<p><b>New vocabulary:</b> Fire alarm, fire officer, hazard</p> <p><b>Knowledge:</b> I know how to respond in the event of a real fire. I know what a fire alarm is and how to use this in the event of a fire. I know about different electrical appliances and understand how to switch these on/off safely. I know that if an electrical appliance is unsafe, it could cause a fire. I know to: Keep all metal objects such as cutlery out of toasters. Never put your fingers or anything into a plug socket. Keep water away from electricals, such as hairdryers. Obey warning signs, never put yourself/others in danger. When removing a plug, turn it off and don't pull on the cord.</p>		<p><b>New vocabulary:</b> Minimising risk, fire hazards.</p> <p><b>Knowledge:</b> I know about fire hazards that may cause injury or risks in the home. I know that these can include candles, lighters and matches. I know that if there is a fire, I shouldn't try to put the fire out myself. I should get out of the building quickly and safely. I understand how to make electrical appliances safe in the home to ensure that I am minimising the risk of a fire. I know how to contact the emergency services in the event of a fire by phoning 999 and telling them where I am.</p>
<u>Fire &amp; Electrical Safety - Implementation</u>	<p><b>Time allocation:</b> 2 lessons. 1 lesson – fire safety (inc. fire drills) in Autumn, 1 lesson on firework safety in November.</p> <p><b>Impact Piece</b> Draw ideas from <a href="#">Dorset and Wiltshire Fire service website</a></p>	<p><b>Time allocation:</b> 2 lessons. 1 lesson – fire safety (inc. fire drills) in Autumn, 1 lesson on firework safety in November.</p> <p><b>Impact Piece</b> Draw ideas from <a href="#">Fire Safety Website</a> ideas for KS1. Draw ideas from <a href="#">Dorset and Wiltshire Fire service website</a> Draw ideas from the <a href="#">Firework Code</a>.</p>	<p><b>Time allocation:</b> 4 lessons. 1 lesson – fire safety (inc. fire drills) in Autumn, 1 lesson on firework safety in November, 1 lesson – Fire Officer visit (linked to Topic), 1 lesson – spotting hazards in the home.</p> <p><b>Impact Piece</b> Draw ideas from <a href="#">Fire Safety Website</a> ideas for KS1. Draw ideas from <a href="#">Dorset and Wiltshire Fire service website</a></p>	<p><b>Time allocation:</b> Firework / Bonfire Night Safety – Covered in reflection times in November.</p> <p><b>Impact Piece</b></p>	<p><b>Time allocation:</b> 1 lesson</p> <p><b>Impact Piece</b> (Link to Science Electrical circuits planning) Draw ideas from <a href="#">Fire Safety Website</a> ideas for KS2. Draw ideas from <a href="#">Dorset and Wiltshire Fire service website</a></p>

## Road Safety

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Keeping Safe - Attainment Objectives</u>	<p>2021 Framework:  <u>Personal, Social, Emotional Development: Managing Self:</u>            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>By the end of KS1, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</li> <li>about rules and age restrictions that keep us safe</li> </ul>		<p><b>By the end of KS2, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>how to predict, assess and manage risk in different situations</li> <li>strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> </ul>	
<u>Road Safety - Knowledge</u>	<p><b>New vocabulary:</b>            Stop, look, listen, road, pavement, pedestrian crossing.</p> <p><b>Knowledge:</b>            I know that I should walk on pavements and not on the road.            I know that I need to stop, look and listen when walking on the pavement.            I know that it is safest to walk with an adult holding hands.            I know that it is safe to cross at a pedestrian crossing.</p>	<p><b>New vocabulary:</b>            Road safety signs – pedestrian, stop, traffic warnings.</p> <p><b>Knowledge:</b>            I can recognise simple road safety signs (e.g. stop signs, pedestrian crossing signs)            I know that I need to stay with an adult when walking beside a road (holding hands on a pavement).            I know that there are safer places to cross (e.g. zebra crossings, pedestrian crossings).            I know how pedestrian crossings work (e.g. wait, red man = stop, green man = go).</p>	<p><b>New vocabulary:</b>            Bright, reflective clothing, travelling, passenger</p> <p><b>Knowledge:</b>            I know that wearing bright, reflective clothing ensures that I can be seen when walking.            I know the rules I need to follow as a passenger when travelling in a car to ensure that I am safe.</p>	<p><b>New vocabulary:</b>            Countryside code, environment</p> <p><b>Knowledge:</b>            I know what the countryside code is to respect, protect and enjoy the countryside and that as a pedestrian in the countryside environment I should follow this.</p>	<p><b>New vocabulary:</b>            Green cross code.</p> <p><b>Knowledge:</b>            I know that the green cross code is think, stop, look, wait, look and listen again, arrive alive.            I know and understand strategies for keeping safe on the road (as a pedestrian or a cyclist)</p>
<u>Road Safety - Implementation</u>	<p><b>Time allocation:</b> 1 lesson</p> <p><b>Impact Piece</b>            Children to draw a map of their route to school.            Trip to the post box?            Draw ideas from <a href="#">Think resources Age 3- 6 (6 lessons available)</a>            (Tales of the road resources from Think are good!)</p>	<p><b>Time allocation:</b> 2 lessons (1 lesson recognising safety signs, 1 lesson safe crossings)</p> <p><b>Impact Piece</b>            Draw on ideas from Jigsaw PSHE Healthy Me lesson 5 (road safety)            Draw ideas from <a href="#">Think resources Age 3- 6 (6 lessons available)</a>            (Tales of the road resources from Think are good!)</p>	<p><b>Time allocation:</b> 2 lessons (1 lesson - reflective clothing / safe places to cross, 1 lesson on being a car passenger)</p> <p><b>Impact Piece</b>            Draw pictures of themselves wearing bright, reflective/fluorescent clothing. Look at reflective materials?            Draw ideas from the <a href="#">highway code to look at keeping safe when in a car.</a>            Draw ideas from <a href="#">Think resources Age 3- 6 (6 lessons available)</a></p>	<p><b>Time allocation:</b> 1 lesson</p> <p><b>Impact Piece</b>            Draw on ideas from Jigsaw PSHE Healthy Me lesson 4 (keeping safe in the environment)            Draw on ideas from <a href="#">Twinkl Countryside code</a>            Draw ideas from <a href="#">Think resources Age 7 - 12 (6 lessons available)</a>            Link to trips to St Aldhelm's Church across the year and Beach trip in Summer term</p>	<p><b>Time allocation:</b> 1 lesson</p> <p><b>Impact Piece</b>            Draw on ideas from <a href="#">Roadwise</a> about the Green Cross Code.            Draw on ideas from <a href="#">NI Road safety advice</a>            Draw ideas from <a href="#">Think resources Age 7 - 12 (6 lessons available)</a>            Link to trips to St Aldhelm's Church across the year and Beach trip in Summer term</p>

## Rail Safety

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Keeping Safe - Attainment Objectives</u>		<p><b>By the end of KS1, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>about rules and age restrictions that keep us safe</li> </ul>		<p><b>By the end of KS2, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>how to predict, assess and manage risk in different situations</li> <li>strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> </ul>	
<u>Rail Safety - Knowledge</u>		<p><b>New vocabulary:</b> Train station, danger, hazards, safety</p> <p><b>Knowledge:</b> I know how to keep safe at a train station by stepping back away from the track and stay behind the line. I know that there are dangers and hazards at the train station including the train coming past, falling and electric shocks. I know that I need to step back away from a train track and when a train is leaving/arriving at the station.</p>		<p><b>New vocabulary:</b> Electrical dangers, strategies</p> <p><b>Knowledge:</b> I know how to keep safe when travelling by train by waiting until the train has stopped before going up to it. I know about the electrical dangers on a railway track I know not to walk or play on or near train tracks.</p>	
<u>Rail Safety - Implementation</u>		<p><b>Time allocation:</b> 1 lesson</p> <p><b>Impact Piece</b> Draw ideas from <a href="#">Twinkl KS1 Railway safety ideas</a>. Draw ideas from <a href="#">Lesson 1 and Lesson 4 from Network Rail primary resources</a>.</p> <p>Picture of a train station labelled with hazards and how to keep safe from them.</p>		<p><b>Time allocation:</b> 1 lesson</p> <p><b>Impact Piece</b> Draw ideas from <a href="#">Twinkl KS2 Railway Safety ideas</a>. Draw ideas from <a href="#">Network Rail – Electricity and the railway</a> presentation and resources.</p> <p>Instructions for how to keep safe when travelling by train and when near a railway track.</p>	

## Water and Beach Safety

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Keeping Safe – Attainment Objectives</u>	<p>2021 Framework: <u>Personal, Social, Emotional Development: Managing Self:</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>By the end of KS1, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>about the people whose job it is to help keep us safe</li> <li>about what to do if there is an accident and someone is hurt</li> <li>how to get help in an emergency (how to dial 999 and what to say)</li> </ul>		<p><b>By the end of KS2, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>how to predict, assess and manage risk in different situations</li> <li>strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> </ul>	
<u>Water &amp; Beach Safety - Knowledge</u>	<p><b>New vocabulary:</b> Dangerous, safe, adult, water sources – beach, sea, lake, river, swimming pool.</p> <p><b>Knowledge:</b> I know that water sources (sea, lakes, rivers) can be dangerous. I know that I need to stay close to an adult when near water. I know strategies for keeping safe near water.</p>	<p><b>New vocabulary:</b> Safe, unsafe, lifeguard</p> <p><b>Knowledge:</b> I know strategies for keeping safe when near water (e.g. stop and think, stay together, float, call 999 or 112) I know how a lifeguard helps people.</p>	<p><b>New vocabulary:</b> Beach safety flags, rescue,</p> <p><b>Knowledge:</b> I know the beach safety flags show if it is safe to swim. I know where and when it is safe to go into the water by looking at the flags and seeing if there are lifeguards. I know how to call for help using 999 or 112.</p>	<p><b>New vocabulary:</b> Treading water, huddle position, floatation.</p> <p><b>Knowledge:</b> I know about safer and less safe ways to behave near water. I know that I should never swim alone. I know and can apply strategies for keeping safe at the swimming pool. I understand and can follow instructions for keeping safe at a swimming pool.</p>	<p><b>New vocabulary:</b> Emergency situation,</p> <p><b>Knowledge:</b> I know that when I go into the sea to swim I should wear a life vest to help me float. I know that I shouldn't jump into the water to save a friend or a pet and I could get into danger myself. I know that in an emergency, I should shout for help. I can throw the person something a life ring (or something like a football) to help them float. I know how to call for help using 999 or 112 and ask for the coastguard.</p>
<u>Water &amp; Beach Safety - Implementation</u>	<p><b>Time allocation:</b> 2 lessons (1 in Spring, 1 in Summer)</p> <p><b>Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 3 – 7 year olds</a>. (Suggest these activities: 'Fun by the water', 'Beach Bag', 'Sounds like fun', 'Stay together') <a href="#">Birmingham Early Years water safety</a> is also good. Trip to Coy Pond/ SSSI pond?</p>	<p><b>Time allocation:</b> 2 lessons in Summer (1 – RNLI Water safety passport, 1 – safe/unsafe &amp; rescue)</p> <p><b>Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 3 – 7 year olds</a>. (Suggest these activities: RNLI Water Safety Passport 1, 'is it safe or unsafe', 'to the rescue')</p>	<p><b>Time allocation:</b> 2 lessons in Summer (1 – Beach safety flags, 1 – safe/unsafe &amp; rescue)</p> <p><b>Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 3 – 7 year olds</a>. (Suggest these activities: 'Beach safe Beach ball', 'fly the flag', 'Real life rescue')</p>	<p><b>Time allocation:</b> 1 lesson before swimming lessons commence (Autumn or Spring term)</p> <p><b>Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 7 - 11 year olds</a>. (Suggest this activity: 'Is this safe?') Draw ideas from <a href="#">water safety resources from Swim England</a> Link to Beach trip in Summer term.</p>	<p><b>Time allocation:</b> 2 lessons in Summer (1 lesson – RNLI Water Passport 2, 1 lesson – safe/unsafe behaviour)</p> <p><b>Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 7 - 11 year olds</a>. (Suggest these activities: 'RNLI Water passport 2, 'How risky is this?') Link to Beach trip in the Summer term.</p>

## Sun Safety

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Keeping Safe - Attainment Objectives</u>	<p>2021 Framework: <u>Personal, Social, Emotional Development: Managing Self:</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>By the end of KS1, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>how to keep safe in the sun and protect skin from sun damage</li> </ul>		<p><b>By the end of KS2, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</li> </ul>	
<u>Sun Safety - Knowledge</u>	<p><b>New vocabulary:</b> Sun hat, sun screen, protect.</p> <p><b>Knowledge:</b> I know that when it is sunny I need to wear a sun hat. I know that applying sun screen protects me from the sun.</p>	<p><b>New vocabulary:</b> Damage, hydrated</p> <p><b>Knowledge:</b> I know that the sun can damage my skin. I know that I need to protect my skin from the sun by wearing a sun hat, keeping my arms covered and wearing sun screen. I know that drinking water helps keep me hydrated especially when sunny.</p>	<p><b>New vocabulary:</b> Shade, block</p> <p><b>Knowledge:</b> I know that shade is created when objects block the sun. I know that finding shade helps protect me from the sun.</p>	<p><b>New vocabulary:</b> UV, Burning, sun burn, sun protection factor (SPF)</p> <p><b>Knowledge:</b> I understand how I can be sunburned during school playtimes in the summer months. I know that I must never look directly at the sun, even when wearing sunglasses. I know that I should choose closely woven, light-weight fabrics which are best for protecting my skin from the sun. I know that SPF stands for Sun Protection Factor I know that sunburn is caused by too much exposure to UV light.</p>	
<u>Sun Safety - Implementation</u>	<p><b>Time allocation:</b> 1 lesson in the Summer term</p> <p><b>Impact Piece</b> Draw ideas from '<a href="#">Sun Safe Schools</a>' resources.</p>	<p><b>Time allocation:</b> 1 lesson in the Summer term</p> <p><b>Impact Piece</b> Draw ideas from '<a href="#">Sun Safe Schools</a>' resources.  Draw ideas from '<a href="#">Wrap, Splat, Hat</a>' resources.</p>	<p><b>Time allocation:</b> 1 lesson in the Summer term</p> <p><b>Impact Piece</b> Draw ideas from '<a href="#">Sun Safe Schools</a>' resources.  Draw ideas from '<a href="#">Wrap, Splat, Hat</a>' resources.</p>	<p><b>Time allocation:</b> 2 lesson in the Summer term</p> <p><b>Impact Piece</b> Draw ideas from <a href="#">Year 3 Care in the Sun resources</a>. Instructions for keeping safe in the sun. Posters? Link to beach trip in the Summer term.  <a href="#">Draw ideas from 'Wrap, Splat, Hat' resources.</a></p>	



## Online Safety

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Keeping Safe - Attainment Objectives</u>	<p><b>By the end of EYFS, pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• use technology safely and respectfully</li> <li>• know how to keep personal information private</li> <li>• identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p><b>By the end of KS1, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> <li>• about rules and age restrictions that keep us safe</li> <li>• basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> <li>• that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>• about how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>• about the role of the internet in everyday life</li> <li>• that not all information seen online is true</li> </ul>	<p><b>By the end of KS2, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> <li>• reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> <li>• about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>• what constitutes a positive healthy friendship that the same principles apply to online and face-to-face relationships</li> <li>• to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>• 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</li> <li>• strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>• about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</li> <li>• about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</li> <li>• how to respond safely and appropriately to adults they may encounter online whom they do not know</li> <li>• recognise ways in which the internet and social media can be used both positively and negatively</li> <li>• how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> <li>• about some of the different ways information and data is shared and used online, including for commercial purposes</li> <li>• about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> <li>• recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> <li>• about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</li> </ul>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online Safety - Knowledge</p>	<p><b>New vocabulary:</b> Sad, upset, embarrassed, information, online, devices, trust, personal information</p> <p><b>Knowledge:</b> <u>Self-image &amp; Identity:</u> I know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, upset or embarrassed.</p> <p><u>Online Relationships:</u> I can recognise some ways in which the internet can be used to communicate</p> <p><u>Managing online information</u> I know how to use the internet as a way of finding information online. I can identify devices I can use to access information online.</p>	<p><b>New vocabulary:</b> Kind, considerate, password, protect, technology, designed</p> <p><b>Knowledge:</b> <u>Self-image &amp; Identity:</u> If something happens online which makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p><u>Online Relationships:</u> I know why it is important to be considerate and kind to people online and to respect their choices. I know what kind and considerate means.</p> <p><u>Online reputation:</u> I know that I should not share my personal information online.</p> <p><u>Online bullying:</u> I know what online bullying means.</p> <p><u>Managing online information:</u> I know and understand that we can encounter a range of things online including things we like and don't like as well as things which are real / not real or a joke.</p>	<p><b>New vocabulary:</b> Permission, consent, online ('cyber') bullying, web page, search engine, public places, private / privacy</p> <p><b>Knowledge:</b> <u>Self-image &amp; Identity:</u> I know and can explain how other people may look and act differently online and offline.</p> <p><u>Online Relationships:</u> I know how someone might use technology to communicate with other they don't also know offline and explain why this might be risky.</p> <p>I can describe different ways to ask for, give, deny my permission online.</p> <p><u>Online reputation:</u> I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p><u>Online bullying:</u> I know and can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p><u>Managing online information:</u> See below</p>	<p><b>New vocabulary:</b> Identity, avatar, 'bullying behaviour', accurate, age restrictions</p> <p><b>Knowledge:</b> <u>Self-image &amp; Identity:</u> I know what the term 'identity' means. I know why someone might change or hide their identity.</p> <p><u>Online Relationships:</u> I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online inc. what information and content they are trusted with.</p> <p><u>Online reputation:</u> I know and can give examples of what people may or may not be willing to share about themselves online.</p> <p><u>Online bullying:</u> I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p><u>Managing online information:</u> I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I know the difference between 'belief', 'opinion' and 'fact' and can give examples of how and where they might be shared online.</p>	<p><b>New vocabulary:</b> Healthy / unhealthy online behaviours, content, reputation, accuracy, (consent)</p> <p><b>Knowledge:</b> <u>Self-image &amp; Identity:</u> I can explain how my online identity can be different to my offline identity.</p> <p><u>Online Relationships:</u> I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online</p> <p><u>Online reputation:</u> I understand that I can put information online for others to see.</p> <p><u>Online bullying:</u> I can explain why people need to think carefully about how content they post online might affect others, (their reputation).</p> <p><u>Managing online information:</u> I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online Safety -Knowledge</p>	<p><u>Health, wellbeing, lifestyle:</u> See below I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p>	<p><u>Health, wellbeing, lifestyle:</u> I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p><u>Copyright &amp; ownership:</u> I know that the work I create using technology belongs to me.</p> <p><u>Privacy &amp; Security:</u> I know that passwords are used to protect information, accounts and devices. I know more detailed examples of information that is personal to someone (e.g. address)</p>	<p><u>Copyright &amp; ownership:</u> I know that content on the internet may belong to other people</p> <p><u>Privacy &amp; Security:</u> I know and can give examples of what is meant by 'private' and 'keeping things private'</p>	<p><u>Health, wellbeing, lifestyle:</u> I know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming)</p> <p><u>Privacy &amp; Security</u> I know simple strategies for creating and keeping passwords private.</p> <p><u>Copyright &amp; ownership:</u> I know why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p><u>Health, wellbeing, lifestyle:</u> See below (Spending too much time online – negative impacts)</p> <p><u>Privacy &amp; Security</u> I know how to respond when online services seek consent to store information about me and who I can ask if I am not sure.</p> <p><u>Copyright &amp; ownership:</u> When searching on the internet for content to use, I know why I need to consider who owns it and whether I have the right to reuse it.</p>

Online Safety - Implementation	<p><b>Time allocation:</b> 8 lessons – one on each theme (1 or 2 lessons per half term)</p> <p><b>Resources / Impact Piece</b>          Draw ideas and resources from <a href="#">Project Evolve EYFS modules</a>.          Draw ideas from 'Digi Duck' resources (Online Safety subject folder)          Draw ideas from 'Smartie the penguin' resources. (Online Safety subject folder)</p>	<p><b>Time allocation:</b> 8 lessons – one on each theme (1 or 2 lessons per half term)</p> <p><b>Resources / Impact Piece</b>          Draw ideas and resources from <a href="#">Project Evolve Year 1 modules</a>.          Draw ideas from 'Smartie the penguin' resources. (Online Safety subject folder)          Draw ideas from CEOP 'Jessie and Friends' resources (Online Safety subject folder)</p>	<p><b>Time allocation:</b> 8 lessons – one on each theme (1 or 2 lessons per half term)</p> <p><b>Resources / Impact Piece</b>          Draw ideas and resources from <a href="#">Project Evolve Year 2 modules</a>.          Draw ideas from CEOP 'Jessie and Friends' resources (Online Safety subject folder)</p>	<p><b>Time allocation:</b> 8 lessons – one on each theme (1 or 2 lessons per half term)</p> <p><b>Resources / Impact Piece</b>          Draw ideas and resources from <a href="#">Project Evolve Year 3 modules</a>.          Draw ideas from CEOP 'Jessie and Friends' resources (Online Safety subject folder)          Draw ideas from CEOP 'Play Like share' resources (Online Safety subject folder)</p>	<p><b>Time allocation:</b> 8 lessons – one on each theme (1 or 2 lessons per half term)</p> <p><b>Resources / Impact Piece</b>          Draw ideas and resources from <a href="#">Project Evolve Year 4 modules</a>.          Draw ideas from CEOP 'Play Like share' resources (Online Safety subject folder)</p>
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