

Keeping Safe

EYFS

Key Themes

- Asking for help
- Keeping healthy
- Staying safe around medicines

| Learning intentions | Skills | Assessment Questions |
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| 1. Talk about how to keep their bodies healthy and safe. | I can tell you what my body needs to stay healthy. | What decisions do they make regarding food, sleep and personal self-care? |
| 2. Name ways to stay safe around medicines. | I can make safe decisions around medicines and things I don't know. | What prior knowledge do they have of medicines? How do they behave around unknown products or resources? |
| 3. Know how to stay safe in their home, classroom and outside. | I can name some things that can be dangerous inside and outside. | Do they understand that some equipment and areas of the classroom are only for adults? Do they recognise potentially dangerous household products? |
| 4. Know age-appropriate ways to stay safe online. | I can tell you what is safe to play online and who to talk to if I feel worried. | Consider their knowledge and personal use of tablets and online games. |
| 5. Name adults in their lives and those in their community who keep them safe. | I can name the adults who keep me safe and when I might need their help. | |

Vocabulary

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| address adult chemist cuddle detective doctor food fresh air | grown up keep clean keep safe medicine safe sleep tell | trust tummy feelings uncomfortable unsafe water worried |
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| Year 1 | | | Year 2 | | |
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| Key Themes | <ul style="list-style-type: none"> • How our feelings can keep us safe • Keeping healthy • Medicine safety | | Key Themes | <ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch • Medicine safety | |
| Learning intentions | Skills | Assessment Questions | Learning intentions | Skills | Assessment Questions |
| To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. | I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) | Do they make healthy decisions regarding food, sleep and personal self-care? Do they have an interest exercise and keeping active? Consider their lifestyle at home. | To explain simple issues of safety and responsibility about medicines and their use. | I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. | |
| To recognise emotions and physical feelings associated with feeling unsafe. | I can say what I can do if I have strong, but not so good feelings, to help me stay safe | How do they manage their emotions? Can they describe different emotions? How do they behave in conflict or disagreements? | To identify situations in which they would feel safe or unsafe | I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. | Do they recognise inappropriate touch? Do they ask for an adults help when they feel unsafe? |
| To learn the PANTS rule and which parts of my body are private. | I can say 'no' to unwanted touch and ask for help from a trusted adult. | Be aware of safeguarding procedures and disclosure. | To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation | I can say what I do and don't like and who to ask for help. | Do they communicate with their peers about their likes and dislikes? How do they react to others communicating non-verbally? |
| To understand that medicines can sometimes make people feel better when they're ill. | I can say when medicines can be helpful or might be harmful. | What is their knowledge and experience of medicines? | To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. | I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. | What behaviours do they show regarding secrets? Consider what secrets mean to the children. |
| To talk about safety and responsibility around medicines. | I can tell you how to stay safe around medicine. | Can they name alternative ways to feel better (other than medicines). | To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. | I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. | Be aware of safeguarding procedures and disclosure. Do they know which are the trusted adults in their lives? How do they behave in terms of keeping their private parts private? |

| Vocabulary | | | | | | | |
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| Year 1 | | | | | Year 2 | | |
| air | grow | private | support | | consent | private | tell |
| cereal | harmful | privates | tired | | feelings | private parts | touch |
| dairy | healthy | responsibility | trust | | genitals | safe | uncomfortable |
| emotions | loss | rest | unsafe | | getting help | safety | unsafe |
| energy | lost | safe | vegetables | | hurt | secret | vulva |
| exercise | meat | salt | water | | medicines | sleep | worried |
| feelings | medicne | scared | worried | | penis | someone you trust | |
| food | nervous | sleep | | | permission | surprise | |
| fruit | oxygen | sugar | | | | | |

| Year 3 | | | Year 4 | | |
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| Key Themes | <ul style="list-style-type: none"> • Managing risk • Staying safe online • Drugs and their risks | | Key Themes | <ul style="list-style-type: none"> • Managing risk • Understanding the norms of drug use (cigarette and alcohol use) • Influences | |
| Learning intentions | Skills | Assessment Questions | Learning intentions | Skills | Assessment Questions |
| 1. To identify risk factors in given situations | I can say what I could do to make a situation less risky or not risky at all. | What is their general behaviour regarding risk taking? How do they behave in social situations and during games/P.E. Do they generally follow school rules? Are they aware of potentially dangerous situations? | 1. To define the words danger and risk and explain the difference between the two. | I can demonstrate strategies for dealing with a risky situation | What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E. |
| 2. To define the words danger and risk and explain the difference between the two. | I can demonstrate strategies for dealing with a risky situation | | 2. To describe the different types of things that may influence a person to take a risk. | I can give examples of people or things that might influence me to take risks and make decisions. | Are they influenced by their friends in making decisions in school? Do they talk about what others do as opposed to what they decide to do? Do they have role models/people they look up to or celebrity idols? |
| 3. To define the word 'drug' and understand that nicotine and alcohol are both drugs. | I can identify some key risks from and effects of cigarettes and alcohol. | What is their prior knowledge and understanding of alcohol and cigarettes? | 3. To understand and explain the risks that cigarettes and alcohol can have on a person's body. | I can give reasons for why most people choose not to smoke, or drink too much alcohol. | Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions? |
| 4. To recognise potential risks associated with browsing online. | I can give examples of strategies for safe browsing online. | Consider their personal use of social media and online games. What | 4. To understand that influences can be both positive and negative. | I can explain what might happen if people take | What is their understanding of a positive influence? Are |

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| | | knowledge do they already have regarding this topic? Do they take risks online? | | unsafe or inappropriate risks. | there any misconceptions? |
| 5. To recognise and describe appropriate behaviour online as well as offline. | I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs. | What do they consider personal - is it appropriate? Do they understand the dangers of sharing information? How do they share information about themselves in school or amongst peers? | 5. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent. | I can identify images that are safe or unsafe to share online. | What do they know about consent? Do they practice consent in other ways? What is their prior knowledge of online safety and sharing image? |

| Vocabulary | | | | | | |
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| Year 3 | | | Year 4 | | | |
| alcohol browsing cigarettes consequence danger (dangerous) decisions drugs fake news feelings harmful | helpful instructions internet safety medicines nicotine personal information phishing private profile public | risk risk (risky) risks safe safer search engine strategies trust unsafe | | assertive choices consequences danger dangerous dare drug | hazard hazardous influence medicine persevere privacy | privacy settings risk risky security social norm |

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| Year 5 | Year 6 |
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| Key Themes | | Key Themes | | | |
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| <ul style="list-style-type: none"> Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol) | | <ul style="list-style-type: none"> Staying safe online Drugs: norms and risks (including the law) Emotional needs | | | |
| Learning intentions | Skills | Assessment Questions | Learning intentions | Skills | Assessment Questions |
| 1. To reflect on risk and the different factors and outcomes that might influence a decision. | I can suggest what someone should do when faced with a risky situation. | What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E. | 1. To explore the risks and legality of communicating and sharing online. | I can use safe, respectful and responsible behaviours and strategies when using social media. | Consider their prior knowledge of social media. Are they respectful and responsible amongst their peers? Are they aware of how social media can be used in positive and negative ways? |
| 2. To reflect on the consequences of not keeping personal information private and the risks of social media. | I can protect my personal information online. I can recognise disrespectful behaviour online. | Consider their behaviour amongst their friends. Are they respectful to others? Do they use appropriate language? What do they consider personal information? | 2. To describe and explain how easily images can be spread online. | I can give examples of how to safely share images online. | Could they give you an example of appropriate images to share online? What are their own feelings and opinions regarding social media? |
| 3. To explore categorisation of drugs, the risks associated with medicines. | I can identify the risks in a specific situation (including emotional risks). | | 3. To explain some of the laws, categories and uses of drugs (both medical and non-medical) | I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not. | Consider what experience they may already have around alcohol. What is their understanding and view of alcohol consumption and its place in society? What do they consider the interests/activity of young people? What prior knowledge do they have of the laws and risks of alcohol? |
| 4. To learn some key facts and information about drugs and medicines. | I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke. | Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. | 4. To understand the definition of an emotional need and how they can be met. | I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. | How do they protect their own emotional needs? Are they confident to ask for something to meet their needs? Do they |

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| | | What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions? | | | understand the difference between 'needs' and 'wants'? How does their emotional needs affect their behaviour? |
| To recognise the features of face to face and online bullying and the strategies that deal with it. | I can support someone who is being bullied. | What is their understanding of bullying? Address misconceptions of the difference between bullying and teasing. What strategies do they already use when falling out with friends? | 5. To explore and understand the terms 'conflicting emotions', responsibility and independence. | I can begin to make decisions independently and responsibly. | What independent skills do they have? Do they have any class or school responsibilities? Do they consider the needs of others? Can they manage their own needs and behaviours or do they need support in this? |

| Vocabulary | | | | | | | |
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| Year 5 | | | | Year 6 | | | |
| addiction alcohol assertive assessing risk bullying cigarettes cons | cyberbullying dare drugs habit influence norms perception | personal information pressure privacy settings pros resist pressure risk taking weigh up risk | | addiction age restrictions alcohol conflicting emotions drug drug laws emotional needs habit illegal | independence legal long-term effects medical non-medical norms online safety parental consent penalties | permission personal information physical needs possess privacy produce responsibility right to privacy | risks sexual images sharing sharing online short-term effects social media supply trolling |