

## Keeping Myself Safe

	Knowledge	Skills
Nursery	<ul style="list-style-type: none"> <li>• Explain what they should do if they feel unsafe</li> <li>• Recognise potential dangers and how to stay safe, inside and outside</li> <li>• Learn the importance of keeping safe around medicines and unknown products</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you who I can ask for help.</li> <li>• I can tell you some dangers and how I keep myself safe from them.</li> <li>• I can tell you what is safe and unsafe for me to touch and use.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Talk about how to keep their bodies healthy and safe.</li> <li>• Name ways to stay safe around medicines.</li> <li>• Know how to stay safe in their home, classroom and outside.</li> <li>• Know age-appropriate ways to stay safe online.</li> <li>• Name adults in their lives and those in their community who keep them safe.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you what my body needs to stay healthy.</li> <li>• I can make safe decisions around medicines and things I don't know.</li> <li>• I can name some things that can be dangerous inside and outside.</li> <li>• I can tell you what is safe to play online and who to talk to if I feel worried.</li> <li>• I can name the adults who keep me safe and when I might need their help.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</li> <li>• To recognise emotions and physical feelings associated with feeling unsafe.</li> <li>• To learn the PANTS rule and which parts of my body are private.</li> <li>• To understand that medicines can sometimes make people feel better when they're ill.</li> <li>• To talk about safety and responsibility around medicines.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</li> <li>• I can say what I can do if I have strong, but not so good feelings, to help me stay safe</li> <li>• I can say 'no' to unwanted touch and ask for help from a trusted adult.</li> <li>• I can say when medicines can be helpful or might be harmful.</li> <li>• I can tell you how to stay safe around medicine.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• To explain simple issues of safety and responsibility about medicines and their use.</li> <li>• To identify situations in which they would feel safe or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</li> </ul>

	<ul style="list-style-type: none"> <li>• To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</li> <li>• "To identify safe secrets (including surprises) and unsafe secrets and</li> <li>• recognise the importance of telling someone they trust about a secret. "</li> <li>• To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say what I do and don't like and who to ask for help.</li> <li>• I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> <li>• 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.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>• To identify risk factors in given situations</li> <li>• To define the words danger and risk and explain the difference between the two.</li> <li>• To define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> <li>• To recognise potential risks associated with browsing online.</li> <li>• To recognise and describe appropriate behaviour online as well as offline.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say what I could do to make a situation less risky or not risky at all.</li> <li>• I can demonstrate strategies for dealing with a risky situation</li> <li>• I can identify some key risks from and effects of cigarettes and alcohol.</li> <li>• I can give examples of strategies for safe browsing online.</li> <li>• 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.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• To define the words danger and risk and explain the difference between the two.</li> <li>• To describe the different types of things that may influence a person to take a risk.</li> <li>• To understand and explain the risks that cigarettes and alcohol can have on a person's body.</li> <li>• To understand that influences can be both positive and negative.</li> <li>• To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate strategies for dealing with a risky situation</li> <li>• I can give examples of people or things that might influence me to take risks and make decisions.</li> <li>• I can give reasons for why most people choose not to smoke, or drink too much alcohol.</li> <li>• I can explain what might happen if people take unsafe or inappropriate risks.</li> <li>• I can identify images that are safe or unsafe to share online.</li> </ul>

Y5	<ul style="list-style-type: none"> <li>• To reflect on risk and the different factors and outcomes that might influence a decision.</li> <li>• To reflect on the consequences of not keeping personal information private and the risks of social media.</li> <li>• To explore categorisation of drugs, the risks associated with medicines.</li> <li>• To learn some key facts and information about drugs and medicines.</li> <li>• To recognise the features of face to face and online bullying and the strategies that deal with it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can suggest what someone should do when faced with a risky situation.</li> <li>• I can protect my personal information online. I can recognise disrespectful behaviour online.</li> <li>• I can identify the risks in a specific situation (including emotional risks).</li> <li>• I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.</li> <li>• I can support someone who is being bullied.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• To explore the risks and legality of communicating and sharing online.</li> <li>• To describe and explain how easily images can be spread online.</li> <li>• To explain some of the laws, categories and uses of drugs (both medical and non-medical)</li> <li>• To understand the definition of an emotional need and how they can be met.</li> <li>• To explore and understand the terms 'conflicting emotions', responsibility and independence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use safe, respectful and responsible behaviours and strategies when using social media.</li> <li>• I can give examples of how to safely share images online.</li> <li>• I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.</li> <li>• I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</li> <li>• I can begin to make decisions independently and responsibly.</li> </ul>