

Keeping Myself Safe R to Y6

Reception		Y1		Y2		Y3		Y4		Y5		Y6	
Key Themes Asking for help		Key Themes How our feelings can keep us safe Keeping healthy		Key Themes Safe and unsafe secrets Appropriate touch		Key Themes Managing risk Staying safe online		Key Themes Managing risk Understanding the norms of drug use (cigarette & alcohol use) Influences		Key Themes Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)		Key Themes Staying safe online Drugs: norms and risks (including the law)	
Keeping healthy		Keeping healthy		Appropriate touch		Staying safe online		Understanding the norms of drug use (cigarette & alcohol use) Influences		Norms around use of legal drugs (tobacco, alcohol)		Drugs: norms and risks (including the law)	
Staying safe around medicines		Medicine safety		Medicine safety		Drugs and their risks						Emotional needs	
Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills
1. Talk about how to keep their bodies healthy and safe.	I can tell you what my body needs to stay healthy.	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)	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	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.	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	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.	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.

					can be used safely.								
2. Name ways to stay safe around medicines.	I can make safe decisions around medicines and things I don't know.	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	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.	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.	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.	2. To describe and explain how easily images can be spread online.	I can give examples of how to safely share images online.
3. Know how to stay safe in their home, classroom and outside.	I can name some things that can be dangerous inside and outside.	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.	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.	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.	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.	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 person's decision whether to drink alcohol or not.

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.	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.	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.	4. To recognise potential risks associated with browsing online.	I can give examples of strategies for safe browsing online.	4. To understand and that influences can be both positive and negative.	I can explain what might happen if people take unsafe or inappropriate risks.	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 person's decision to not smoke.	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.
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.	To talk about safety and responsibility around medicines.	I can tell you how to stay safe around medicine.	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'.	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.	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.	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.	5. To explore and understand the terms 'conflicting emotions', responsibility and independence.	I can begin to make decisions independently and responsibly.

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