**Keeping Myself Safe**

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| **National Curriculum** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils will learn: | Children will know (how to)/be able to: | | | | | | |
| **1.** The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.  **2.** That for most people the internet is an integral part of life and has many benefits.  **3**. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.  **4.** How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  **5**. Why social media, some computer games and online gaming, for example, are age restricted.  **6**. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  **7.** That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  **8**. The risks associated with an inactive lifestyle (including obesity).  **9**. How to recognise and report feelings of being unsafe or feeling bad about any adult.  **10**. How to ask for advice or help for themselves or others, and to keep trying until they are heard.  **11**. How to report concerns or abuse, and the vocabulary and confidence needed to do so.  **12**. Where to get advice e.g. family, school and/or other sources.  **13**. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  **14.** How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  **15**. The importance of permission-seeking and giving in relationships with friends, peers and adults.  **16**. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.  **17**. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  **18**. How information and data is shared and used online  **19.** How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | **Managing Self ELG**  \*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.  **Self-Regulation ELG** - \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Gross Motor Skills ELG** \*Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | \*Understand what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).  \*Give examples of how I keep myself healthy.  \*Explain when medicines might be harmful (e.g. overdose, if not needed, another person’s medicine, etc.) | \*Give examples of safe and unsafe secrets and describe of safe people who can help if something feels wrong.  \*Give examples of touches that are ok or not ok (even if they haven’t happened to me) and identify a safe person to tell if I felt ‘not OK’ about something.  \*Explain that they can be helpful or harmful, and give examples of how they can be used safely. | \*Explain how to make a situation less risky or not risky at all.  \*Understand why medicines can be helpful or harmful.  \*Understand about keeping personal details safe online and why this is important.  \*Explain why information online might not always be true | \*Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities)  \*Understand that people have choices about whether they take risks.  \*Recognise the risks of smoking or drinking alcohol on a person’s body and give reasons for why most people choose not to smoke, or drink too much alcohol.  \*Give examples of positive and negative influences, including things that could influence me when I am making decisions. | \*Give examples of things that might influence a person to take risks online and understand that I have a choice.  \* Understand the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it’s a lot more than this. | \*Explain why emotional needs are as important as physical needs and what might happen if a person doesn’t get their emotional needs met.  \*Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.  \*Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). |
| **Vocabulary** | | | | | | | |
| Children will recall and verbalise: | | | | | | | |
|  | keep clean  sleep  safe  keep safe  water  unsafe  worried  food  detective  tummy  feelings  tell  fresh air  uncomfortable  adult  cuddle  trust  medicine  address  chemist  doctor  grown up | Energy  sleep  feelings  medicine  private  food  rest  worried  emotions  safe  trust  water  grow  nervous  loss  harmful  privates  air  tired  scared  lost  responsibility  oxygen  support  exercise  unsafe  sleep  healthy  dairy  fruit  vegetables  sugar  salt  cereal  meat | sleep  safe  touch  surprise  genitals  medicines  unsafe  feelings  hurt  secret  penis  safety  feelings  uncomfortable  uncomfortable  safe  vulva  worried  getting help  unsafe  private  tell  private parts  consent  permission  secret  uncomfortable  unsafe  someone you trust | Trust  Danger (dangerous)  internet safety  decisions  medicines  safe  risk (risky)  safer  drugs  browsing  private  risks  drugs  unsafe  feelings  cigarettes  phishing  public  harmful  strategies  nicotine  search engine  profile  helpful  consequence  alcohol  fake news  personal information  instructions | Danger  Privacy  dare  medicine  choices  persevere  influence  dangerous  privacy settings  assertive  drug  social norm  consequences  risk  security  risky  hazard  hazardous | habit  pros  bullying  dare  assessing risk  personal information  drugs  norms  risk taking  addiction  cons  cyberbullying  pressure  privacy settings  cigarettes  perception  assertive  weigh up risk  resist  pressure  influence  alcohol  risk taking | social media  privacy  right to privacy  habit  drug  drug laws  alcohol  physical need  independence  parental consent  personal information  sharing online  addiction  legal  age restrictions  short-term effects  emotional needs  responsibility  trolling  online safety  permission  emotional needs  illegal  possess  long-term effects  conflicting emotions  illegal  medical  supply  risks  sharing  sexual images  non-medical  produce  norms  penalties |