

SAFETY

	Early Years		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
	Nursery	Reception	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	
Opportunities for bike safety – Balance Bikes in EY, Bikeability in KS2															
Opportunities to learn about safety outside of school– eg Y6 attending Crucial Crew, Fire Brigade visit around 5th November															
Personal Safety (PSHE)	Follow simple rules and instructions.	Follow rules in and around school.	Describe ways of keeping safe in familiar situations. Talk about the difference between secrets and surprises and recognise that people's bodies and feelings can be hurt.	Identify some hazards in the home, such as cleaning products and medicines.		Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers. Suggest ways to avoid dangerous situations and be aware that they should not keep adults' secrets.	Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support.	Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being.	Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous.	Develop their understanding of online safety, including the protection of personal details.	Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show resistance to carrying out something that they feel uncomfortable about or that they know is wrong.				Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs), understanding there are different levels of risk, including when a 'secret' should be shared.

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Opportunities in assemblies.													
E-Safety – personal knowledge and understanding (Computing)		Identify different devices that can go online, and separate those that do not.		Identify obviously false information in a variety of contexts. Identify personal information that should be kept private.	Use technology safely and keep personal information private.	Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting.	Use technology safely and respectfully, keeping personal information private.	Recognise social networking sites and social networking features, built into other things, such as online games and handheld games consoles. Make judgements in order to stay safe whilst communicating with others online.	Use technology responsibly and understand that communication may be seen by others.	Judge what sort of private settings might be relevant for reducing risks. Judge when to answer a question online and when not to.	Understand the need to only select appropriate content.	Find, report and flag buttons in commonly used sites and name sources of help (e.g. Childline and Cybermentors). Find a Click-CEOP button and explain to parents what it is for.	Identify a range of ways to report concerns about content and contact in and out of school.

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E-Safety – responsibilities (Computing)			Understand rules around e-safety and know who to tell if something concerns them online	Understand where to go for help and support when he/she has concerns about the content or contact on the internet or other online technologies.	Communicate safely, respecting and considering other people's feelings online. RESPONSIBLE CITIZENS	Use technology safely and keep personal information private.	Recognise online behaviours that would be unfair. Show respect for individuals and intellectual property. RESPONSIBLE CITIZENS	Use technology safely and recognise acceptable and unacceptable behaviour.	Know who to tell if anything worries them online. Identify potential risks when presented with scenarios, including social networking profiles. Use ICT responsibly, securely and safely.	Understand where to go for help and support when he/she has concerns about the content or contact on the internet or other online technologies.	Be a good online citizen and friend. Articulate what constitutes good behaviour online. Find and cite web address for any information or resource found online.	Use technology respectfully and responsibly (Band 6)	Discuss scenarios involving online risk. State the source of information found online. Act as a role model for younger children.	Use technology respectfully and responsibly

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Health and safety (DT)	Opportunities to create Class Charters.													
	Opportunities to reinforce rules during assemblies.													
	Reasonable adjustments to Behaviour Policy when required.													
	Opportunities throughout PE curriculum (including swimming lessons for Y5 and Y6).													
	Understands that equipment and tools have to be handled safely	Eats a healthy range of food stuffs and understands the need for variety in food Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks	Explain how to keep safe during a practical task	Understands how to keep safe during a practical task	Work safely and hygienically in construction and cooking activities	Understand what hygiene is and how to keep clean during cooking activities	Follow health and safety rules for cooking and baking activities	Understands the safety rules when cooking and baking	Follow health and safety rules when working with materials and substances	Understand the rules of safety when working with materials and substances	Select and name appropriate tools for specific jobs and demonstrate how to use them safely	Understands which tools are to be used for which purpose and how to use them safely	Demonstrate how their products take into account the safety of the user	Understands how their product will work and what they aim for its purpose to be in order to test if it is safe