

PSHE Progression of Skills and Key Vocabulary - Health and Wellbeing - Keeping Safe

Pupils should be taught:

1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this

Keeping Safe - KS1			
Year group	Year R	Year 1	Year 2
Keeping Safe	<p>To understand what safety means</p> <ul style="list-style-type: none"> - In the classroom - Local environment - Road safety <p>To understand what 'rules' are and why we have rules</p> <ul style="list-style-type: none"> - In the classroom - Local environment - At home <p>To be able to understand how they can keep themselves safe</p> <ul style="list-style-type: none"> - In the classroom - Local environment - Road safety - At home 	<p>To learn about people who look after them and who to go to if they're worried</p> <ul style="list-style-type: none"> - When to say 'yes' - When to say 'no' <p>To learn rules and ways of keeping themselves safe</p> <ul style="list-style-type: none"> - Online safety - Road safety - Local environment - Water and fire safety <p>To learn that household products can be harmful if not used properly</p> <ul style="list-style-type: none"> - Medicines - Cleaning products <p>To learn what is meant by 'privacy'</p> <ul style="list-style-type: none"> - Their right to keep things private - Respect others' privacy 	<p>To be able to explain that household products can be harmful if not used properly</p> <ul style="list-style-type: none"> - Medicines - Cleaning products <p>To describe the ways in which they can keep themselves safe</p> <ul style="list-style-type: none"> - Online safety - Road safety - Local environment - Water and fire safety <p>To recognise who keeps them safe and how to ask for help if needed</p> <ul style="list-style-type: none"> - At home - In school - Online - Phone helplines <p>To explain what is meant by 'privacy'</p> <ul style="list-style-type: none"> - Their right to keep things private - Respect others' privacy
Specific Vocab	Clean, dirty, wash, soap, brush hair/teeth, bath/shower, toilet, mummy, daddy, grandma, grandad, grey hair, wrinkles, walking stick, false teeth	stops germs, diseases, spreading, hygiene, healthy, not-so healthy,	Changes in responsibility, safety, online, home, school, friends, unsafe, avoid, remove, danger, emergency, 999, help, risk
National Curriculum End of Key Stage Aims	EYFS	Key Stage 1 - Keeping Safe	
	<p><i>PD: HSC 40-60m</i></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about</p>	<p>H11. that household products can be harmful if not used properly</p> <p>H12. rules for and ways of keeping physically and emotionally safe</p>	<p>H11. that household products can be harmful if not used properly</p>

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	<p>ways to keep healthy and safe.</p> <p>PSSED: MFB 40-60m</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>EAD: E 40-60m</p> <p>They safely use and explore a variety of materials, tools and techniques,</p>	<p>including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>
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Keeping Safe - KS2				
Year group	Year 3	Year 4	Year 5	Year 6
Keeping Safe	<p>To understand school rules about health and safety, basic emergency procedures and where to get help</p> <ul style="list-style-type: none"> - In school - At home - Local environment <p>To learn which, why and how commonly available substances and drugs can have health risks</p> <ul style="list-style-type: none"> - Alcohol/Drugs - Tobacco - Energy drinks <p>To develop strategies for keeping safe online</p> <ul style="list-style-type: none"> - Protecting information - Sharing information 	<p>To explain how to deal with negative pressure</p> <ul style="list-style-type: none"> - Managing pressure - Resisting pressure - Recognise feelings <p>To learn how to manage risk in familiar/unfamiliar situations</p> <ul style="list-style-type: none"> - Avoiding risk - Reporting risk <p>To learn the importance of school rules</p> <ul style="list-style-type: none"> - Health and safety - Basic emergency procedures <p>To be able to explain how to keep themselves safe online</p> <ul style="list-style-type: none"> - Protecting information - Sharing information 	<p>To learn about independence, increased responsibility and keeping safe</p> <ul style="list-style-type: none"> - Managing risk - Understanding their own responsibility - Assessing risk <p>To explain the different influences on behaviour</p> <ul style="list-style-type: none"> - Peer pressure - Acceptance/approval <p>To explain the importance of school rules and what to do in an emergency</p> <ul style="list-style-type: none"> - Fire drills - First aid <p>To learn about taking care of their body</p> <ul style="list-style-type: none"> - Protecting their body - inappropriate/unwanted contact 	<p>To recognise and explain independence, increased responsibility and keeping safe</p> <ul style="list-style-type: none"> - Freedom - Evaluating risk <p>To recognise and identify pressure (positive and negative) the different influences on behaviour</p> <ul style="list-style-type: none"> - Media influence - Peer approval - Resisting influences <p>To explain and recognise the right to protect their body and FGM being illegal</p> <ul style="list-style-type: none"> - FGM - Asking for advice/help <p>To explain the strategies for keeping safe online</p>

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	<p>To be able to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <ul style="list-style-type: none"> - Road safety - Local environment <p>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a range of sources</p> <ul style="list-style-type: none"> - Known people - Media 	<p>- Media/pictures</p>	<p>- Female genital mutilation (FGM)</p>	<p>- Sharing information/images</p> <p>- Information misuse</p> <p>To learn about the responsible use of mobile phones</p> <ul style="list-style-type: none"> - Safe keeping - Habits
Specific Vocab	<p>risk, danger, hazard, responsibility, safety, pressure, managing pressure, influences, media, peer, emergency aid, help, safety, rules, safety, roads, cycle, rail, water, fire, safety, online, personal information, passwords, images, advice, support, asking for help</p>	<p>risk, danger, hazard, responsibility, safety, pressure, managing pressure, influences, media, peer, emergency aid, help, safety, rules, safety, roads, cycle, rail, water, fire, safety, online, personal information, passwords, images, advice, support, asking for help</p>	<p>FGM, bodies, safety, abuse, mobile phones, responsibility, safe use</p>	<p>FGM, bodies, safety, abuse, mobile phones, responsibility, safe use, information, protection</p>
National Curriculum End of Key Stage Aims - KS2				
	<p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p>	<p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H15. school rules about health and safety,</p>	<p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H22. strategies for keeping safe online; the</p>	<p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or</p>

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	<p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>basic emergency aid procedures, where and how to get help</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them</p>	<p>importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them</p>	<p>their peers</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>
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