Henbury View First School

Safety Progression of Knowledge

Intent

'We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.' *DfE (2021)*

Safety education is the teaching of specific knowledge, skills and understanding that children need in order to stay safe in a given situation. Generally, schools themselves are safe places for children of all ages, so the focus of safety and risk education is to prepare children and young people for the world outside of school, now and in the future.

Pupil safety and the promotion of fundamental British values are a core business of our work at Henbury View First School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safety. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal and group safety. Our separate Safety curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age-appropriate level, or at a small group or 1:1 level where a more urgent need arises. We plan to constantly challenge children to think deeply about safety matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safety, promote British values and prevent radicalisation and extremism.

Implementation

There are many opportunities throughout our learning in school to explore safety issues. Safety (and risk) education are included in several statutory subjects including science, design and technology, and physical education. To accompany this, safety lessons are planned regularly and mapped out to ensure children are building upon the knowledge they already have in any given year group. Progressions for the safety curriculum can be seen below, where vocabulary and knowledge is at the forefront of what and how the children engage with the content. By doing this, we can be more certain that the children are gaining knowledge about how to keep themselves and others safe, both at school and at home, at an age-appropriate level.

Key Threads

At Henbury View, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Henbury. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in safety sessions. The key threads are:

Body Safety	Stranger Danger	Fire and Electrical Safety	Road Safety	Rail Safety	Water and Beach Safety	Sun Safety	Online Safety

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Body Safety	Fire Safety	Road Safety	Stranger Danger	Sun Safety	Water and Beach Safety
Year 1	Stranger Danger	Fire Safety	Road Safety	Body Safety	Sun Safety	Water and Beach Safety
Year 2	Fire Safety	Body Safety	Road Safety	Stranger Danger	Rail Safety	Water and Beach Safety
Year 3	Stranger Danger	Fire Safety	Road Safety	Body Safety	Sun Safety	Water and Beach Safety
Year 4	Electrical Safety	Body Safety	Road Safety	Stranger Danger	Rail Safety	Water and Beach Safety

Body Safety

Children will explore personal and private boundaries as well as understanding PANTS and how to contact the NSPCC and child line 0800 1111. Children are taught who are trusted adults and who they can ask for help if they are worried.

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives		**By the end of KS1, pupils will learn:** • to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • about how to respond if physical contact makes them feel uncomfortable or unsafe • about knowing there are situations when they should ask for permission and also when their permission should be sought • about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) • basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe • what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard		**By the end of KS2, pupils will learn:** • about what is meant by first aid; basic techniques for dealing with common injuries • how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say • about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (Online Safety Computing curriculum) • recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • about seeking and giving permission (consent) in different situations • about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	
Vocabulary	Body, underwear, private, trusted adult, (PANTS)	Help, appropriate, inappropriate, touch	Safe touching, secret, permission, physical contact, uncomfortable	Peer pressure, consent, confidential	Privacy, personal, boundaries, consent
Knowledge	• I know that parts of my body are private • I know my underwear covers my private parts • I know that my body belongs to me • I know that 'no' means 'no' • I know that I should speak to a trusted adult if I am worried	• I understand and know the PANTS rules • I know the difference between appropriate and inappropriate touch • I understand that I have the right to say 'no' to unwanted touch • I know what to do if I feel unsafe or worried for myself or others • I know words to use when asking for help and to keep trying until I am heard	• I know the adults I trust and who I can ask for help • I know how to respond if physical contact makes me feel uncomfortable or unsafe • I understand about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) • I know there are situations when I should ask for permission and also when my permission should be sought	• I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable • I know where to get advice and report concerns if I am worried about my own or someone else's personal safety. (e.g. pastoral team, Childline) • I know what giving permission (consent) means • I know what keeping something 'confidential' or secret means	• I know about privacy and personal boundaries • I know how to recognise pressure from others to do something unsafe and strategies for managing this • I know when keeping something 'confidential' or secret should be or should not be agreed to and when it is right to break a confidence or share a secret • I know about seeking and giving permission (consent) in different situations
Skills	• I can talk about secrets that upset me with a trusted adult • I can explain what the PANTS rule is	• I can name body parts and know which parts are private • I can explain what the PANTS rule is • I can name a trusted adult who I can ask for help	• I can explain the PANTS rules and how they keep me safe • I can name trusted adults and those whose job it is to help	• I can recall the contact number for Childline to report concerns • I can explain what consent means	• I can explain and provide examples of what are appropriate boundaries in my friendships and wider relationships • I can recall the contact number for Childline to report concerns

Stranger Danger

Children will know how to respond safely and appropriately to adults they may encounter (in all contexts including online) and adults they do not know. They should know that if someone says something to them online that they don't like to tell a trusted adult. Children are taught what child exploitation means and how to keep themselves safe. They are encouraged to speak to a trusted adult if they are worried about something

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives		**By the end of KS1, pupils will learn:** • to recognise risk in simple everyday situations and what action to take to minimise harm • how to respond safely to adults they don't know • about the people whose job it is to help keep us safe		**By the end of KS2, pupils will learn:** • how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • how to predict, assess and manage risk in different situations • about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (link to Online Safety Computing curriculum)	
Vocabulary	Safe adults, ID, community	Stranger, being safe	Separation, approach	Appropriately	
Knowledge	• I know who the safe adults in my life are • I know that I need to stay with/listen to a safe adult • I understand why adults wear ID badges	• I know my role in keeping myself safe • I know how to respond safely to adults I don't know	• I know what to do if I get separated from a group (when on a trip or out and about) • I know what to do if a stranger approaches me	• I know how to respond safely and appropriately to adults I may encounter whom I do not know	• I know how to respond safely and appropriately to adults I may encounter (in all contexts including online) whom I do not know
Skills	• I can identify safe people in the community	• I can identify safe adults and strangers in the community	• I can explain what to do if a stranger approaches me	• I can respond safely and appropriately to adults I may encounter whom I do not know	• I can respond safely and appropriately to adults I may encounter whom I do not know

Rail Safety

Children are taught about the dangers of trains and railway lines and know how to keep safe on platforms and at train crossings

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives		**By the end of KS1, pupils will learn:** • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • about rules and age restrictions that keep us safe		**By the end of KS2, pupils will learn:** • how to predict, assess and manage risk in different situations • strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about • how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	
Vocabulary		Train station, danger, hazards, safety			Electrical dangers, strategies
Knowledge			• I know how to keep safe at a train station • I know that there are dangers and hazards at the train station		• I know about the electrical dangers on a railway track • I know how to keep safe when travelling by train • I know strategies for keeping safe near a railway track
Skills			• I can identify/ spot hazards and dangers at the train station • I can explain how I can keep safe at the train station		• I can identify / spot hazards and dangers on a railway track (including electrical dangers)

Sun Safety

Children need to know the dangers of the sun and what they can do so they are protected from the rays

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives		**By the end of KS1, pupils will learn:** • how to keep safe in the sun and protect skin from sun damage		**By the end of KS2, pupils will learn:** • about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	
Vocabulary	Sun hat, sun screen, protect	Damage, hydrated, shade, block		Sunglasses, burning, sun burn	Sun protection factor (SPF)
Knowledge	• I know that when it is sunny I need to wear a sun hat • I know that applying sun screen protects me from the sun	• I know that the sun can damage my skin • I know that I need to protect my skin from the sun by wearing a sun hat, keeping my arms covered and wearing sun screen • I know that drinking water helps keep me hydrated especially when sunny • I know that finding shade helps protect me from the sun		• I understand how I can be sunburned during school playtimes in the summer months • I know that I must never look directly at the sun, even when wearing sunglasses • I know that I should choose closely woven, light-weight fabrics which are best for protecting my skin from the sun • I know that SPF stands for Sun Protection Factor	
Skills	• I can put on a sun hat when it is sunny • I can put sun screen on my skin	• I can put on a sun hat and cover my arms when it is sunny • I can put sun screen on my skin		• I can explain about things that are necessary to protect me from burning in the sun	

Fire and Electrical Safety

It is important that they know how to respond to fire drills and fires. Children are taught how to respond to electrical hazards, fire alarms and how to contact the emergency services

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives		**By the end of KS1, pupils will learn:** • about rules and age restrictions that keep us safe • to recognise risk in simple everyday situations and what action to take to minimise harm • about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • about the people whose job it is to help keep us safe • about what to do if there is an accident and someone is hurt • how to get help in an emergency (how to dial 999 and what to say		**By the end of KS2, pupils will learn:** • how to predict, assess and manage risk in different situations • about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe • strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. • how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	
Vocabulary	Fire drill, firework, bonfire, fire, danger, hot, cold	Firework Code, electrical appliances	Fire alarm	Emergency, hazard	Minimising risk, fire hazards, electricity
Knowledge	• I know how to respond to a fire drill • I know who helps us in the event of a fire • I know what to do in a real fire • I know how to stay safe around bonfires and fireworks • I know what items are hot or cold to touch in the home so that I can keep safe	• I know how to respond to fire drills from different points in the school • I know the Firework Code • I know how to keep safe when near a bonfire • I know how to keep safe at home (including around electrical appliances)	• I know how to respond in the event of a real fire • I know what a fire alarm is and how to use this in the event of a fire • I know about different electrical appliances and understand how to switch these on/off safely • I know that if an electrical appliance is unsafe, it could cause a fire	• I know about fire hazards that may cause injury or risks in the home • I know how to respond and react in the event of a fire	• I understand how to make electrical appliances safe in the home to unsure that I am minimising the risk of a fire • I know how to contact the emergency services in the event of a fire
Skills	• I can tell you what I need to do in a fire drill (e.g. walking calmly out of the classroom)	• I can explain how to keep safe with fireworks and bonfires • I can use the Firework code • I can tell you what I need to do in the event of a fire drill (e.g. leave everything in the classroom/ place)	• I can explain what a fire officer does in the event of a fire • I can identify electrical fire hazards in the home • I can explain how to make sure electrical appliances are safe in the home	• I can explain what the Firework Code is and apply this when in the presence of fireworks • I can explain how to keep safe when in the presence of a bonfire	• I can explain what the Firework Code is and apply this when in the presence of fireworks • I can explain how to keep safe when in the presence of a bonfire • I can describe different fire hazards and how to minimise their risk • I can explain how to use 999 and what to say to them

Road Safety

Children know the green cross code and understand strategies for staying safe on the road. They are also taught how to stay safe travelling to and from school and finding safe places to cross

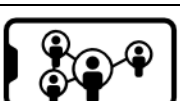|	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives		**By the end of KS1, pupils will learn:** • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. • about rules and age restrictions that keep us safe		**By the end of KS2, pupils will learn:** • how to predict, assess and manage risk in different situations • strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about • how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	
Vocabulary	Stop, look, listen, road, pavement, pedestrian crossing	Road safety signs – pedestrian, stop, traffic warnings	Bright, reflective clothing, travelling, passenger	Countryside code, environment	Green cross code
Knowledge	• I know that I should walk on pavements and not on the road • I know that I need to stop, look and listen when walking on the pavement • I know that it is safest to walk with an adult holding hands • I know that it is safe to cross at a pedestrian crossing	• I can recognise simple road safety signs (e.g. stop signs, pedestrian crossing signs) • I know that I need to stay with an adult when walking beside a road (holding hands on a pavement) • I know that there are safer places to cross (e.g. zebra crossings, pedestrian crossings) • I know how pedestrian crossings work (e.g. wait, red man = stop, green man = go)	• I know that wearing bright, reflective clothing ensures that I can be seen when walking • I know the rules I need to follow as a passenger when travelling in a car to ensure that I am safe	• I know what the countryside code is and that as a pedestrian in the countryside environment I should follow this	• I know what the green cross code is and that as a pedestrian I should follow this • I know and understand strategies for keeping safe on the road (as a pedestrian or a cyclist)
Skills	• I can use stop, look and listen skills when walking on the pavement • I can wait for the green man before crossing at a pedestrian crossing	• I can use stop, look and listen skills to make sure I am safe on the roads • I can cross the road using a pedestrian crossing or a zebra crossing	• I can look for safe places to cross the road in a range of different scenarios • I can explain the purpose of simple road safety signs	• I can explain the countryside code and how to follow this	• I can explain the green cross code and how it keeps me safe on the road

Water and Beach Safety

Living near the sea, it is imperative that children in our school know the dangers of water and aware of strategies for keeping safe in water. They also need to know what to do in an emergency around water

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives		**By the end of KS1, pupils will learn:** • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • about the people whose job it is to help keep us safe • about what to do if there is an accident and someone is hurt • how to get help in an emergency (how to dial 999 and what to say)		**By the end of KS2, pupils will learn:** • how to predict, assess and manage risk in different situations • strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about • how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	
Vocabulary	Dangerous, safe, adult, water sources- beach, sea, lake, river, swimming pool.	Safe, unsafe, lifeguard	Beach safety, flags, rescue	Swimming pool, treading water, huddle position, floatation	Emergency situation
Knowledge	• I know that water sources (sea, lakes, rivers) can be dangerous • I know that I need to stay close to an adult when near water • I know strategies for keeping safe near water	• I know strategies for keeping safe when near water (e.g. stop and think, stay together, float, call 999 or 112) • I know how a lifeguard helps people	• I know about beach safety flags • I know where and when it is safe to go into the water • I know how to call for help using 999 or 112	• I know about safer and less safe ways to behave near water • I know and can apply strategies for keeping safe at the swimming pool • I understand and can follow instructions for keeping safe at a swimming pool	• I know strategies for keeping safe near water • I know what to do in the event of an emergency situation in water • I know how to call for help using 999 or 112
Skills	• I can describe things I find by the water • I can explain what I would expect to find at the beach and inland water sources	• I can recognise safe and unsafe ways to behave near water	• I can recognise safe and unsafe ways to behave near water	• I can explain how to keep safe when I am at the swimming pool/beach • I can explain what the role of a lifeguard is at the swimming pool • I can listen to and respond to an adult's instructions to keep me safe at the swimming pool	• I can spot a range of dangers at the beach / water source -focus rivers • I can plan for a day out at the beach • I can identify an emergency situation

E-Safety

Each half term has an overarching e-safety theme, and these are introduced through a key question. Each individual year group will then enquire into these key questions through differentiated and age-appropriate activities that support the teaching of the national curriculum. E-Safety is taught both discretely and in a cross curricular manner throughout both the core and foundation subjects.

Managing Online Information		What can we find out on the Internet?
Online Reputation, Copyright and Ownership		What do we like to do online?
Privacy and Security		How can we keep our information safe online?
Self-Image, Identity, Health, Well Being and Lifestyle		What are the positives and negatives of technology?
Online Relationships		How can we communicate online with others?
Online Bullying		How can we be kind online?

Through these 6 overarching themes, children will develop a strong understanding of how to stay safe online both at school and at home.

The Development Matters and National Curriculum states:
- **EYFS:** 'Understanding the World' Educational Programme- 'foster their understanding of our culturally, socially, technologically and ecologically diverse world'
- **KS1:** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- **KS2:** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

The following statements have been taken from the 'Project Evolve' E-Safety program (https://projectevolve.co.uk) and each encompasses a starting question and subsequent lesson plan and resources. The statements have been carefully chosen to fit both the age and stage of the children but also the appropriateness for the children at Henbury and the challenges online that they specifically face.

	Foundation	Year 1	Year 2	Year 3	Year 4
Managing Online Information *Autumn 1*	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'	I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites)
Online Reputation, Copyright and Ownership *Autumn 2*	I know that work I create belongs to me	I can describe what information I should not put online without asking a trusted adult first	I can describe how anyone's online information could be seen by others	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal	I can explain who someone can ask if they are unsure about putting something online
Privacy and Security *Spring 1*	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords)	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult	I can describe strategies for keeping personal information private, depending on context
Self-Image, Identity, Health, Well Being and Lifestyle *Spring 2*	I can explain rules to keep myself safe when using technology both in and beyond the home	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why
Online Relationships *Summer 1*	I can recognise some ways in which the internet can be used to communicate	I can explain why it is important to be considerate and kind to people online and to respect their choices	I can explain who I should ask before sharing things about myself or others online	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)
Online Bullying *Summer 2*	I can describe ways that some people can be unkind online	I can describe how to behave online in ways that do not upset others and can give examples	I can explain what bullying is, how people may bully others and how bullying can make someone feel	I can describe appropriate ways to behave towards other people online and why this is important	I can give examples of how bullying behaviour could appear online and how someone can get support

For more information, please see the specific Computing and E-Safety curriculum