

## SAFETY CURRICULUM (PSHE)

<b>EYFS ELG</b>	<b>ELG AREA</b> <ul style="list-style-type: none"> <li>Self-Regulation - 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.</li> <li>Managing Self - 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.</li> <li>Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</li> </ul>
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	Year R	Year 1	Year 2
<b>Area: Body Safety</b>	<b>Objectives:</b> <i>To introduce the NHS PANTS rules to the children. To make children aware of who to talk to if they feel unsafe.</i>	<b>Objectives:</b> what sorts of boundaries are appropriate in friendships with peers and others? 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. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult.	
<b>Vocabulary</b>	safe, private parts, trust	personal, help, appropriate, inappropriate, touch, consent, private parts, secret	
<b>Sticky knowledge</b>	All children will: - I know that my private parts belong only to me and if someone asks to see them I tell them no. - I know who to talk to if I feel unsafe. - I know I can say no if I don't want to be touched (hugged, tickled etc)	All children will: I know what consent means and how it relates to appropriate and inappropriate touch. I know who to talk to if I or someone I know feels unsafe or uncomfortable.	All children will: <ul style="list-style-type: none"> <li>I know when it is not okay to keep something a secret.</li> <li>I know that there are times when I want privacy (e.g. changing, hygiene etc)</li> </ul>

	Year R	Year 1	Year 2
<b>Area: School Safety</b>	<b>Objectives:</b> <i>I know that the school gates are there to keep me safe. I know who to talk to in school if I feel unsafe e.g. class teacher or TA.</i>	<b>Objectives:</b> I know how to report concerns or abuse, and the vocabulary and confidence needed to do so. I know where to get advice e.g. family, school and/or other sources. <i>I know how the school keeps me safe.</i>	
<b>Vocabulary</b>		being safe, help, lock, safe adult, safeguarding, staff badge, bullying, DSL alarm, evacuate, drill	
<b>Sticky knowledge</b>	All children will: <ul style="list-style-type: none"> <li>I know how I am kept safe on the school site (e.g. knowing that all adults in my school will wear a badge)</li> <li>I know who to talk to in school if I feel unsafe.</li> </ul>	All children will: - I know who keeps me safe in school and who to talk to in school when I feel unsafe. - I know who can and cannot come into my school and how my school is protected from strangers. - I know who to talk to if I am being bullied by other children. - I know why we have drills and how to evacuate safely	All children will: <ul style="list-style-type: none"> <li>I know who my school designated safeguarding leads are and that they are in charge of keeping me safe.</li> <li>I know how medicines are given safely by Mrs Churcher</li> </ul>

NB: Identical font colours in a column indicates an objective that is built on in a proceeding year group. Objectives in black are standalone



Area: Stranger Danger	Year R	Year 1	Year 2
	<b>Objectives:</b> <i>I know what a stranger is. I know not to go anywhere with strangers. I know who safe strangers are e.g. police, nurse, firefighter.</i>	<b>Objectives:</b> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <i>How to call 999 in an emergency. Who safe adults are in the wider community. I know who safe strangers are e.g. police, nurse, firefighter, lollipop person, shop worker. <b>See also online safety</b></i>	
Vocabulary		<i>being safe, help, stranger, danger, safe adult, uniform, safe place</i>	
Sticky knowledge	All children will: <ul style="list-style-type: none"> <li>I know that I should stay with my adult when I am out and about</li> <li>I know that I should not go anywhere with a stranger.</li> <li>I know which adults are ‘safe strangers’ (e.g. police shop workers wearing uniform, knowing what to do if I get lost from my adult)</li> </ul>	All children will: <ul style="list-style-type: none"> <li>I know how to call 999 in an emergency or when I feel unsafe.</li> <li>I know what to do if a stranger comes up to me.</li> <li>I know who safe adults are and which places are safe to go to if I get lost eg police station, shop, school.</li> </ul>	All children will: <ul style="list-style-type: none"> <li>I know my parents full name, home address and my parents phone numbers.</li> </ul>

Area: Fire and Electrical safety	Year R	Year 1	Year 2
	<b>Objectives:</b> <i>to know what the fire alarm sounds like and how to respond to the fire alarm in school and at home. To recognise the fire exit sign and know that I use it to leave a building.</i>	<b>Objectives:</b> <i>to recognise risk in simple everyday situations and what actions to take to minimise harm. 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 dial 999 and what to say. About how to keep safe around electrical appliances and fire safety.</i>	
Vocabulary	fire, firefighter, fire exit	electricity, risk, harm, fire symbols, electrical appliances , plugs, wires, sockets, switches	
Sticky knowledge	All children will: <ul style="list-style-type: none"> <li>- I know what to do if the fire alarm goes off in school.</li> <li>-I know the fire exit sign and how to leave a building if there is a fire.</li> <li>-I know that I should not put anything into an electrical socket.</li> </ul>	All children will: <ul style="list-style-type: none"> <li>- I know the role of a firefighter and how they can help us when there is a fire.</li> <li>- I know how to leave a building safely during a fire e.g. leave everything, find fire exit, stay low.</li> </ul>	All children will: <ul style="list-style-type: none"> <li>- I know how to keep myself safe around a range of electrical appliances e.g. plug sockets, computers, wires and switches.</li> </ul>

Area: Online Safety	Year R	Year 1	Year 2
	<b>Objectives:</b> <i>What ‘online’ means and what devices I use to get online. How the rules that apply to stranger danger also apply to people I meet online.</i>	<b>Objectives:</b> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <i>To understand that cyber bullying is no different to bullying face-to-face.</i>	
Vocabulary		online, permission, cyber bullying, search engine, private, password, personal information	
Sticky knowledge	All children will: <ul style="list-style-type: none"> <li>- I know that I have to ask my parents before I go online.</li> <li>- I know that I shouldn’t talk to strangers online.</li> </ul>	All children will: <ul style="list-style-type: none"> <li>- I know that I should not share my personal information online.</li> <li>- I know that I should not talk to or meet up with anyone I meet online.</li> <li>- I know who to talk to if me or anyone I know is being cyber bullied.</li> </ul>	All children will: <ul style="list-style-type: none"> <li>I know what to do if someone asks me to do something online that makes me feel uncomfortable.</li> </ul>

Area: Road Safety	Year R	Year 1	Year 2
	<b>Objectives:</b> <i>to know what a road is dangerous and how to cross it safely with an adult. Mention electric cars/cyclists being quieter.</i>	<b>Objectives:</b> <i>How to cross a street safely using the stop, look and listen strategy. To practice crossing roads safely in my local area. Ways to keep myself safe on familiar and unfamiliar roads. To know how to cross a road safely when cycling or riding a scooter. To know what a pelican and zebra crossing is and the role of a lollipop person.</i>	
Vocabulary	road, car, bike, scooter, stop, look, listen, traffic lights	traffic, dangerous, hazards, risk, pelican crossing, zebra crossing, lollipop person	
Sticky knowledge	All children will: - I know that I should not cross a road without an adult there to help me. - I know that I need to stop, look and listen when crossing a road. - I know the role of a lollipop person.	All children will: - I know when it is a safe place to cross a road e.g. traffic lights, not between cars. - I know how to safely cross the road independently using pelican crossings and zebra crossings.	All children will: - I know how to safely cross the road when cycling or scooting. - I know that I shouldn't ride an e-scooter with an adult

Area: Rail Safety	Year R	Year 1	Year 2
		<b>Objectives:</b> <i>ways to keep safe in familiar and unfamiliar environments. To know how to stay safe at a train station and when near train tracks. To know what the railway warning signs are telling me to do.</i>	
Vocabulary		railway, train station, hazards, warning signs, electricity, level crossing	
Sticky knowledge	All children will: <ul style="list-style-type: none"> <li>I know to stay with my adult when I am near a road/ railway.</li> </ul>	All children will: - I know how to be safe when waiting for a train at a train station e.g. stand behind the yellow line. - I know that I should never walk on a railway line	All children will: - I know how to safely cross a level crossing with adult assistance. - I know what the railway warning signs mean e.g. electricity, level crossing gate and traffic lights.

Area: Sun Safety	Year R	Year 1	Year 2
	<b>Objectives:</b> <i>How we know when we feel hot in the sun. How to protect ourselves from the sun using sun cream, sun glasses and sun hat.</i>	<b>Objectives:</b> <i>How we look after ourselves in the sun e.g. shade, hydration, sun cream, sunglasses, sunhat. Why we have to protect ourselves in direct sunlight and the consequences if we don't. To think about what clothes are appropriate to wear in the sun.</i>	
Vocabulary	sun, sun cream, sun hat, sun glasses, protect	shade, hydration, direct sunlight, hottest, sunburn, damage	
Sticky knowledge	All children will: - I know that I need to wear sun cream in the sun to protect my skin. - I know that I need to wear a sun hat and sunglasses in the sun to protect my face and eyes.	All children will: - I know how to protect my body from too much sun e.g. sun cream, sun hat, sunglasses, shade, hydration. - I know why I have to stay safe in the sun and what will happen if I don't protect myself from the sun.	All children will: - I know when the hottest part of the day is and that I should avoid being in direct sun at this time.

Area: Water/Beach Safety	Year R	Year 1	Year 2
	<b>Objectives:</b> <i>learn about basic safety at the beach e.g. ensure an adult can see you, not going to near the water, making sure the water is not too rough.</i>	<b>Objectives</b> <i>How water sources can be dangerous. Ways to keep safe in familiar and unfamiliar environments e.g. the beach. Strategies to keep for keeping safe when near water e.g. stay together, float, call 999. I know the beach safety flags show if it safe to swim. I know when it is safe to go in the water. To know how deep the water is.</i>	
Vocabulary	water, beach, sea, safe, rough	float, safety flags, rescue, lifeguard, depth, coast guard	
Sticky knowledge	All children will: - I know that I should not go in the water without an adult - I know should keep away from the edge of water in case I fall in - I know I should stay with adults at the beach	All children will: - I know that I should float on my back if I fall into water. - I know the role of a lifeguard and how they keep me safe. - I know that learning to swim is an important skill and can help me to be safe near water.	All children will: - I know which flags tell me that it is safe to go into the sea. - I know to call 999 and ask for the coastguard if someone is in danger on the beach.

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