

## Keeping safe and managing risk

Y1 Feeling safe	Y2 Indoors and outdoors	Y3 Bullying – see it, say it, stop it	Y4 Playing safe	Y5 When things go wrong	Y6 Keeping safe – out and about
<p>1. Pupils learn about safety in familiar situations</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• recognise the difference between 'real' and 'imaginary' dangers</li> <li>• understand that there are situations when secrets should not be kept</li> <li>• know to tell a trusted adult if they feel unsafe</li> </ul>	<p>1. Pupils learn about keeping safe in the home, including fire safety</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know some simple rules for keeping safe indoors, including online</li> <li>• can describe what to do if there is an emergency</li> <li>• understand that they can take some responsibility for their own safety</li> </ul>	<p>1. Pupils learn to recognise bullying and how it can make people feel</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are able to define what is meant by 'bullying'</li> <li>• can identify the difference between falling out with someone and bullying</li> <li>• understand how bullying can make people feel and why this is unacceptable</li> </ul>	<p>1. Pupils learn how to be safe in their computer gaming habits</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know about the age classification system and understand why some games are not appropriate for children to play</li> <li>• can evaluate whether a computer game is suitable for them to play and explain why</li> <li>• are able to share opinions about computer games</li> </ul>	<p>1. Pupils learn about keeping safe online</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that people can be influenced by things online</li> <li>• can explain why what they see online might not be trustworthy</li> <li>• know when and how to report something that makes them feel unsafe or uncomfortable</li> </ul>	<p>1. Pupils learn about feelings of being out and about in the local area with increasing independence</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are aware of potential risks when out and about in the local area</li> <li>• describe a range of feelings associated with being out and about</li> <li>• understand that people can make assumptions about others that might not reflect reality</li> </ul>
<p>2. Pupils learn about personal safety</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• recognise the difference between good and bad touches</li> <li>• understand there are parts of the body which are private</li> <li>• know who they can go to, what to say or do if they feel unsafe or worried</li> </ul>	<p>2. Pupils learn about keeping safe outside</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know some rules for keeping safe outside</li> <li>• can assess whether a situation is safe or unsafe</li> <li>• understand the importance of always telling someone where they are going or playing</li> </ul>	<p>2. Pupils learn about different types of bullying and how to respond to bullying incidents</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can name different types of bullying (including racism)</li> <li>• can identify the different ways bullying can happen (including online)</li> <li>• can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul>	<p>2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify and assess the level of risk of different activities in the local environment</li> <li>• recognise that in some situations there may pressure to behave in a way that doesn't feel safe</li> <li>• can identify some ways to respond to unhelpful pressure</li> </ul>	<p>2. Pupils learn that violence within relationships is not acceptable</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know what is meant by domestic violence and abuse</li> <li>• understand that nobody should experience violence within a relationship</li> <li>• know what to do if they experience violence/ where to go for help, advice and support</li> </ul>	<p>2. Pupils learn about recognising and responding to peer pressure</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify risky behaviour in peer groups</li> <li>• recognise and respond to peer pressure and who they can ask for help</li> <li>• understand how people feel if they are asked to do something they are unsure about</li> </ul>
<p>3. Pupils learn about people who help keep them safe outside the home</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify situations where they might need help</li> <li>• can identify people in the community who can help to keep them safe</li> <li>• know how to ask for help if they need it</li> </ul>	<p>3. Pupils learn about road safety</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify hazards in relation to road safety</li> <li>• are able to explain how to cross the road safely</li> <li>• recognise that there are rules in relation to road safety for all road users</li> </ul>	<p>3. Pupils learn about what to do if they witness bullying</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain how to react if they witness bullying</li> <li>• understand the role of bystanders and the important part they play in reducing bullying</li> <li>• know how and to whom to report incidents of bullying, where to get help and support</li> </ul>	<p>3. Pupils learn about what to do in an emergency and basic emergency first aid procedures</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are able to assess what to do in an emergency</li> <li>• can carry out some simple first aid procedures for different needs</li> <li>• can demonstrate how to ask for help from a range of emergency services</li> </ul>	<p>3. Pupils learn about problems that can occur when someone goes missing from home</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand some of the reasons that might cause a young person to run away or be absent from home</li> <li>• can identify the potential risks and dangers of running away or going missing</li> <li>• know who to talk to if they feel like running away</li> </ul>	<p>3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know some of the consequences of anti-social behaviour, including the law</li> <li>• describe ways to resist peer pressure</li> <li>• recognise they have responsibility for their behaviour and actions</li> </ul>
					<p><b>Additional lesson:</b> schools should consider including this lesson, as part of safeguarding and SRE policy development. Pupils should be taught the Year 5/6 SRE lessons before this lesson.</p>