

## Keeping Safe Progression Grid - Whole School

### Link to Zones of Regulation and online safety

Nursery	Reception	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
Minimum learning is highlighted				Minimum vocabulary is in bold		
Keeping Safe						
<p>To know that there are things in nursery that children cannot touch</p> <p>To know that medicines make us better</p>	<p>To know that we must not touch medicines and only take what a doctor or our parents/carers give us</p>	<p>To learn that household products, including medicines, can be harmful if not used properly</p> <p>To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To learn how we can help ourselves stay safe in new situations.</p> <p>Learn what is meant by the word risk.</p> <p>(pol-ed 'How can I keep safe in new places?)</p>	<p>To learn 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>To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.</p> <p>Consider the importance of understanding risk</p>	<p>To understand school rules about health and safety, basic emergency aid procedures, where and how to get help - link to school council, peer mediators, play leaders and monitors</p> <p>To develop 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>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. 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> <p>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>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure and understanding peer pressure and not doing something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>	<p>To differentiate between the terms, 'risk', 'danger', and 'hazard'.</p> <p>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 use this an opportunity to build resilience.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>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>To learn 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>

Planning taken from School B example