LONGMAN'S HILL CP SCHOOL CURRICULUM PROGRESSION TABLE- **PSHCE-Keeping myself Safe**

PHSCE: Keeping Myself Safe EYFS : Personal, Social & Emotional development/ Managing Self & Physical Development / Gross Motor Skills			
EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
 Know and talk about the different factors that - being a safe pedestrian **[PD P45]** *NOT IN NEW EYFS BUT IMPORTANT PART OF LONGMAN'S HILL CURRICULUM:* *Taken from Yvonne Methley and Somerset Progression Doc* *E-Safety* To be aware that the internet can be used to play and learn when supervised or supported by a trusted adult. To begin to understand the difference between real and online experiences. To identify when/if they find or come across something inappropriate online. To know that pictures and messages can be shared safely by adults using the school's VLE's.	• Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians. [PD P45] • Provide opportunities to talk about passwords and when to keep them to themselves. • Talk about good and bad choices in real life and when using technology, including taking turns and being kind. • Talk about the need to make sure an adult is around and supervising when they're on the internet. • Provide opportunities for children to share the work they have made either online or in real life. EG: school website. • USe resources such as 'Smartie the Penguin' by Child.Net to teach children how to be safe online and LGfL-DigiSafe	• Ensure helmets are accessible when balance bikes are accessible. • Provide traffic lights, signs and other play safety equipment for children to use • Display posters to encourage children to follow the green cross code.	• When using balance bikes outside are provided with helmets to wear and are taught how to ride them safely. • Visiting church and on local walks children and adults will model how to cross the road safely. • Children will be given the opportunity during play, to have a go at crossing a pretend road safely.
ELG: Managing Self (PSED) Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly (eg road safety rules) ELG: Gross Motor Skills (Physical development) Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others			

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PHSCE Keeping myself safe	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THRESHOLD CONCEPT	← Keeping Myself Safe → 					
KNOWLEDGE (Semantic) 	I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines I know that some substances can help or harm the body including household substances like dishwasher tablets I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules I know I have a responsibility to keep myself 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 both on and offline I know the internet has many benefits but I know I need to balance my time spent on and offline I know that people you don't know are strangers and this applies online as well as well as off line I know that when people I don't know ask me for	I understand that all drugs can be harmful if not used properly I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games I have an understanding of a range of risks when communicating online	I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends safe online I know how to report concerns and get support with issues online	I have some effective strategies to cope with peer influence and peer pressure both on and offline I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways	I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend I know how to present myself safely online and understand the potential risks of providing personal information online I understand that the person that I think I am communicating with on-line may not be who they say they are.	I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly I can recognise and start to challenge extremist views both on and offline to keep myself safe. I know who I can report my concerns to. I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I am able to recognise risks, harmful content and contact and now how to report them I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I

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	private information I don't share it online or in person I understand that some websites, games and social media sites have age restrictions and I know how to get help if I see something I am unhappy with online	I know that people sometimes behave differently online, including friends or by pretending to be someone they are not I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met.		of managing this. I know how to recognise and display respectful behaviour online	I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website	understand the need to use respectful language and know the legal consequences for sending offensive online communications I understand how the media (advertising and internet) may influence my opinions and choices I have an understanding of how my information and data is shared and used online I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I know how to report concerns and get support with issues online.
 SKILLS (Procedural knowledge)	I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency	I use simple skills which will help to maintain my personal safety both on and offline I can recognise and say what is right and wrong both on and offline I can demonstrate ways of reducing the risk to ensure I am safe online	I can identify and explain how to manage risks in different situations including on and offline line I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline I can explain how my behaviour may have consequences for myself and others both on and offline I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc	I can describe what risk means to me both on and offline I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency	I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (rail, farm, water and fire) and I know how to call 999 in an emergency I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others	I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life. I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

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SUBJECT SPECIFIC VOCABULARY	Medicines Help Harm Rules 999 Emergency services Online/offline Privacy Age restrictions Safety – road, water, rail, fire, online etc Risk Health Wellbeing Secrets Internet Balance Strangers Privacy Dental health Games Websites Social media choices	Personal safety Harmful Substances Solvents Pressure Secrecy Age ratings Risks Communicating Pretending Healthy friendship Online Offline Right Wrong Private Behaviour Aware Pretending Strangers Household products Choices Age rating Contact touch	Safety Online Passwords Safety Privacy Personal Information Decisions Choices Peers Pressure Consequences Health Procedure Emergency First-aid Wellbeing Support Advice Pressure Influence Media	Responsibility Pressure Influence Media Safety Risk Consequence Social media Forwarding Private Public Sharing Behaviour Information Strategies Internet Self-aware	Communication Environment Physical Substances Consequences Safety Online Offline Risks Benefit Bully Risks Media Online presence Personal information Report	Responsibility Safety Health Emergency Risk Injury Independence Challenge/dares Substance –drugs, alcohol, tobacco, medicines, Caffeine Hazard Peer pressure Habit e-safety personal information passwords images request acceptable/unacceptable device support internet social media reality fantasy influences negative/positive impact offensive consequences impact communicate collaborate uncomfortable appropriate media advertising Balance Rules Law/legal Privacy Sharing Anti-social behaviour Human Rights Situations Personal Boundaries Hate crimes Harassment Aggression Discrimination LGBTQ