

Keeping Myself Safe

EYFS

- I know what to do when the fire alarm sounds.
- I know that some things can be unsafe to put in my mouth.
- I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep.
- I can name an adult in school who can help me.
- I know there are people and services who can help us including how to call 999 in an emergency.
- I know that people I don't know are strangers and this applies both on / offline (Who is a safe stranger? Getting lost.)
- I know that not all games and videos are appropriate for children and know what to do to get help
- I know what to do if I see something I am unhappy with online
- I can make links between the online world and offline world (eg, people you don't know are strangers and this applies online as well as well as off line)



Keeping Myself Safe

Y1

- -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 know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep
- -I recognise the need for safety rules –(**school environment, playground, online and home**) and I can follow the rules
- -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 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 that when people I don't know ask me for private information I don't share it online or in person
- I know that people I don't know are strangers and this applies both on / offline
- I understand that some websites, games and social media sites have age restrictions
- I know what to do if I see something I am unhappy with online
- I can make links between the online world and offline world (eg, people you don't know are strangers and this applies online as well as well as off line)
- I can recall some of the SMART rules for internet safety

Primary School

Keeping Myself Safe

Y2

- -I use simple skills which will help to maintain my personal safety both on and offline
- -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 can recognise and say what is right and wrong both on and offline
- -I understand that pressure to behave in an unsafe way can come from a range of people, including people I know both off and online
- -I recognise the need for safety rules –(**road, playground and online**) and I can follow the rules
- -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 what my digital footprint is.

- I know that people can use the information they put online
- I know that a digital footprint contains information about a person
- I am beginning to identify possible dangers online (the risks when communicating and can reduce the risks)
- I know that games/ programs have an age restriction and why this is important to adhere to them
- I know when to ask an adult for advice about accessing a website
- I know what to do if a website makes me feel uncomfortable
- I can identify unkind online behaviour and know what to do about it
- I can recall the SMART rules for internet safety
- I know that the internet has many benefits but I know I need to balance my time spent on / offline and I adhere to age ratings on games

Keeping Myself Safe

Y3

- -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 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 can recognise, predict and assess risk, relating to myself and others and know how to get help (**includes risks in and around the home and online**) and I know 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 adhere to the age rating of computer games
- I have an understanding of what a healthy online friendship is and awareness of the risks associated with people they have never met
- I know what cyberbullying is and can recognise when it is happening and know what to do if it happens.
- I know that people sometimes behave differently online, including friends or by pretending to be someone they are not
- I know that cyberbullying can happen on a range of devices.
- I understand what privacy settings are and how these can be set to keep me safe.
- I know how to identify an email that may not be safe and know what to do if I receive one.
- I know what an online community is and can recognise the positive and negative points of them.
- 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 are safe online
- I can recall the SMART rules for internet safety

Keeping Myself Safe

Y4

- -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 (**electrical safety**) and I know how to call 999 in an emergency
- -I have some effective strategies to cope with peer influence and peer pressure both on and offline

- I can recall the SMART rules for internet safety
- I know what cyberbullying is and can recognise when it is happening and know what to do if it happens
- I know how to respond to hurtful messages or comments online
- I can edit my own messages to ensure the messages that I send are kind.
- I know why it is dangerous to share important information about myself online and how to keep myself safe
- I know that not everything on the internet is true and I know what to do if I access something that makes me uncomfortable or unhappy
- I understand the need to keep some information private in order to protect myself when communicating online

Primary School

Keeping Myself Safe

Y5

- -I can identify strategies I can use to keep myself physically and emotionally safe including **road safety**, online safety and in the local environment(**rail and fire**) and I know how to call 999 in an emergency
- -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 can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others
- I understand that the person that I think I am communicating with on-line may not be who they say they are.
- 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
- I know how to create a strong password
- I can use technology safely, respectfully and sensibly.
- I can recognise acceptable / unacceptable behaviour and know how to report concerns about content and contact.
- To understand that the media edit photographs online (Body Image)

Keeping Myself Safe

Y6

- -I can take responsibility for my own safety (**including cycling safety and personal safety around water**) 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 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 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 can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life
- I am able to recognise risks, harmful content and contact and know 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 understand the need to use respectful language and know the legal consequences for sending offensive online communications
(I can find similarities and differences between in-person and cyberbullying / I can identify good strategies to deal with cyberbullying)
- I understand how the media (advertising and internet) may influence my opinions and choices
- I can identify how the media play a powerful role in shaping ideas about girls and boys
- I have an understanding of how my information and data is shared and used online / I can identify information that I should never share
- 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 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.)
- I can use technology safely, respectfully and sensibly.
- I can recognise acceptable / unacceptable behaviour and know how to report concerns about content and contact.
- I understand the benefits and pitfalls of online relationships

Keeping myself Safe

	Y1	Y2	Y3	Y4	Y5	Y6
Medicines/ Drugs	<p><u>Medicine or not?</u> -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</p>	<p><u>Being Safe around medicines</u> -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</p>			<p><u>Legal/ Illegal substances</u> -I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks</p>	<p>-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</p>
Keeping Myself Safe	<p>I recognise the need for safety rules – <u>AROUND SCHOOL</u> (school environment, playground, online and home) and I can follow the rules</p> <p>-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</p> <p>-I use simple skills which will help to maintain my personal safety both on and offline</p>	<p>I recognise the need for safety rules – <u>STAYING SAFE OUTSIDE (Roads/ Strangers/Playgrounds)</u> (road, playgrounds, online and home) and I can follow the rules</p> <p>-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</p>	<p><u>SAFETY IN THE HOME</u> -I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home and personal safety)</p> <p>-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</p> <p>-I know the difference between secrets and surprises both on and offline and understand</p>	<p><u>Electrical Safety</u> -I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, online, electricity and personal safety) and I know how to call 999 in an emergency</p> <p>-I can describe what risk means to me both on and offline</p> <p>-I can take responsibility for my own behaviour and safety and</p>	<p><u>ROAD SAFETY</u> <u>Rail safety</u> <u>Fire Safety</u> -I can identify strategies I can use to keep myself physically and emotionally safe including road safety, online safety and in the local environment (rail) and I know how to call 999 in an emergency</p>	<p><u>Cycling Safety</u> <u>Water Safety</u> -I can take responsibility for my own safety (including cycling safety and personal safety around water) 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</p> <p>-I recognise the responsibility I have both on and offline due to increased</p>

	-I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep		what is not a good secret to keep	realise that actions have consequences both on and offline		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
Peer Pressure	-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 can recognise and say what is right and wrong both on and offline -I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online	-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 have some effective strategies to cope with peer influence and peer pressure both on and offline	-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 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

Keeping myself safe online

- I know that when people I don't know ask me for private information I don't share it online or in person
- I know that people I don't know are strangers and this applies both on / offline
- I understand that some websites, games and social media sites have age restrictions and I know what to do if I see something I am unhappy with online
- I can make links between the online world and offline world (people you don't know are strangers and this applies online as

- I know what my digital footprint is.
- I know that people can use the information they put online
- I know that a digital footprint contains information about a person
- I am beginning to identify possible dangers online (the risks when communicating and can reduce the risks)
- I know that games/ programs have an age restriction and why this is important to adhere to
- I know when to ask an adult for advice about accessing a website
- I know what to do if a website makes me feel uncomfortable
- I can identify unkind online behaviour and know what to do about it
- I can recall the SMART rules for internet safety
- I know that the internet has many benefits but I know I

- 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 they have never met
- -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 an understanding of what a healthy online friendship is and awareness of the risks associated with people they have never met
- I know what cyberbullying is and can recognise when it is happening and know what to do if it happens.
- -I know that people sometimes behave

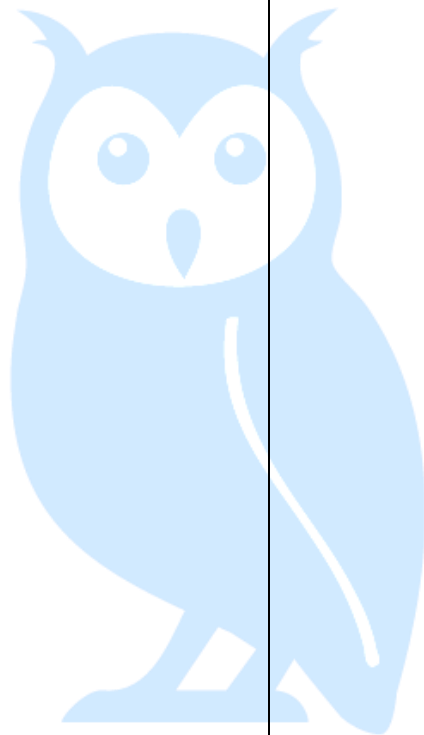
- I can recall the SMART rules for internet safety
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- I know how to respond to hurtful messages or comments online
- I can edit my own messages to ensure the messages that I send are kind.
- I know why it is dangerous to share important information about myself online and how to keep myself safe
- I know that not everything on the internet is true and I know what to do if I access something that makes me uncomfortable or unhappy

- 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
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- I understand that the person that I think I am

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- 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 understand the need to use respectful language and know the legal consequences for sending offensive

	<p>well as well as off line)</p> <ul style="list-style-type: none"> I can recall some of the SMART rules for internet safety 	<p>need to balance my time spent on / offline and I adhere to age ratings on games</p>	<p>differently online, including friends or by pretending to be someone they are not</p> <ul style="list-style-type: none"> I know that cyberbullying can happen on a range of devices. I understand what privacy settings are and how these can be set to keep me safe. I know how to identify an email that may not be safe and know what to do if I receive one. I know what an online community is and can recognise the positive and negative points of them. -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 are safe online I can recall the SMART rules for internet safety 	<ul style="list-style-type: none"> I understand the need to keep some information private in order to protect myself when communicating online I know that not everything on the internet is true and I know what to do if I access something that makes me uncomfortable or unhappy I understand the need to keep some information private in order to protect myself when communicating online 	<p>communicating with on-line may not be who they say they are.</p> <ul style="list-style-type: none"> 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 I know how to create a strong password I can use technology safely, respectfully and sensibly. I can recognise acceptable / unacceptable behaviour and know how to report 	<p>online communications (I can find similarities and differences between in-person and cyberbullying / I can identify good strategies to deal with cyberbullying)</p> <ul style="list-style-type: none"> I understand how the media (advertising and internet) may influence my opinions and choices I can identify how the media play a powerful role in shaping ideas about girls and boys I have an understanding of how my information and data is shared and used online / I can identify information that I should never share I know how to manage requests for images of myself or others (this includes from friends); what
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Water Street



Primary School

concerns about content and contact.

- To understand that the media edit photographs online (Body Image)

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 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.)
- I can use technology safely, respectfully and sensibly.
- I can recognise acceptable / unacceptable behaviour and know how to report concerns about content and contact.
- I understand the benefits and pitfalls of online relationships