



Hillbourne Primary School



PSHE and Safety Progression of Knowledge

Purpose of Study

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum"

Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

PSHE comprises all that our school undertakes to support and promote the personal and social development and well-being of its learners. In this way we will be developing good citizens for the future and ensuring our pupils have realistically high goals and realize their own worth to the community and the world at large. The school ensures it provides a balanced PSHE provision to meet the specific needs of all learners. Learners are equipped to be more informed, confident and skilled in order to take an active and responsible part in society and enhance learning, motivation and achievement.

Aims

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using HAMWIC's scheme of work. This endeavours to provide children with skills in the following concept areas:

Alongside the HAMWIC Scheme of Work we also draw upon the objectives posed by the PSHE Association to ensure that we are teaching a full progressive safety curriculum ensuring that all our children can recognise how to be safe in their own lives and support the safety of others around them. The Department of Education statement about British Values reads: 'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.' We use PSHE activities to contribute to our teaching of British Values.

Intent

PSHE is fundamental to support everyone's journey in life, most specifically for Hillbourne's children - getting them ready for their next phase of learning. Our children greatly benefit physically, emotionally and mentally through the PSHE learning that they receive at our school. Our children develop and aim to maintain a healthy idea of self (including self-confidence, realistic self-image, self-worth, assertiveness) as well as identify and use links between values, beliefs, decisions and actions so that they become a well-rounded and fulfilled individual.

We want children leaving Hillbourne Primary School to:

- understand what makes a strong and appropriate relationship
- know how to keep themselves physically healthy
- know how to keep themselves mentally healthy
- know how they change as they get older
- understand how to follow an agreed charter for PSHE discussions in every lesson: We take turns to speak, we use kind and positive words, we listen to each other, we have the right to pass, we only use names when giving compliments or when being positive and we respect each other's privacy (confidentiality)

How all children are included in PSHE:

- * Pre-teaching is used to explain key vocabulary and concepts prior to the lesson (particularly for Relationships and Sex Education linking to science)
- * Partner work is encouraged to develop children's thinking and responses to key enquiry questions.
- * Child led discussions or partner work spoken at the child's level to ensure that key concepts and learning are understood.
- * Where possible, practical activities (e.g. role play, debates), images or videos are used to explain key learning to children.

PSHE in the EYFS

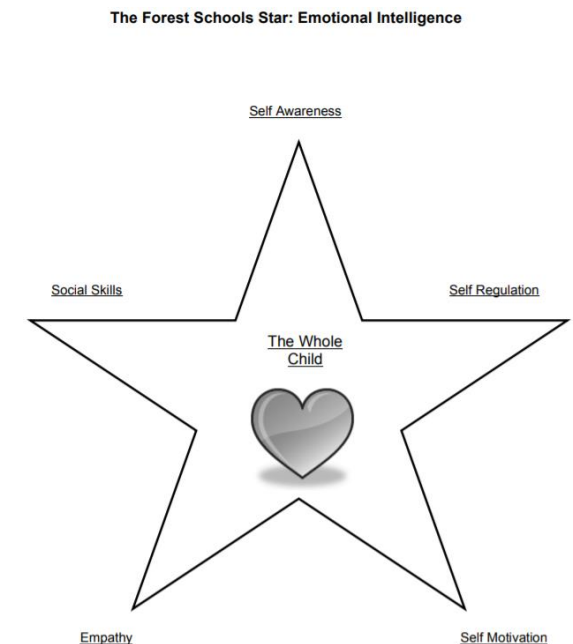
PSHE in the EYFS can contribute to most areas of learning covered by the Early Learning Goals but perhaps most significantly to:

- personal, social and emotional development, especially 'building relationships, managing self and self-regulation'
- understanding the world, specifically 'people, cultures and communities' and 'the natural world'

Teaching of PSHE in the Early Years is cohort specific identified objectives will be covered throughout the year using a variety of different methods. The teaching sequence may vary.

PSHE through Forest School

Children at Hillbourne Primary have the opportunity to attend Forest School for at least one half term per academic year. Our Forest School sessions provide opportunities for children to become better learners. Knowing how to learn, how to be and how to function in society effectively gives the freedom and the ability to choose your own direction wisely and with respect for yourself, respect for others and respect for the environment in which we find ourselves. In carefully risk assessed sessions, children have opportunities to explore and experiment, taking risks that are not possible within the classroom environment. They engage in active learning planned carefully to link to classroom topics and the individual needs of specific cohorts, promoting wellness, consideration of others and own emotional well-being.



Implementation

In our school we choose to deliver Personal, Social, Health Education using HAMWIC's scheme of work. This endeavours to provide children with skills in the following concept areas:

Relationships		
<u>Families and Friendships</u> <ul style="list-style-type: none"> • Roles of different people • Feeling cared for • Making friends • Managing friendships and peer influence 	<u>Safe Relationships</u> <ul style="list-style-type: none"> • Recognising privacy • Personal Boundaries • Safely responding to others • Managing confidentiality • Physical contact • Consent in different situations 	<u>Respecting ourselves and others</u> <ul style="list-style-type: none"> • How behaviour affects others • Playing and working cooperatively • Respectful behaviour • Respecting differences • Recognising prejudice and discrimination • Expressing opinions and respecting others points of view
Living in the Wider World		
<u>Belonging to a community</u> <ul style="list-style-type: none"> • What rules are • Looking after the environment • Rights, freedoms and responsibilities • What makes a community • Compassion • Valuing diversity • Challenging discrimination and stereotypes 	<u>Media Literacy and Digital Resilience</u> <ul style="list-style-type: none"> • Communicating online • Online content • Internet in everyday life • Information online • Data sharing • Media types, their role and impact • Evaluating media sources 	<u>Money and Work</u> <ul style="list-style-type: none"> • Strengths and interests • Needs and wants • Looking after money • Jobs and skills • Money decisions • Identifying job interests • Workplace stereotypes • Influences and attitudes to money • Money and financial risks
Health and Wellbeing		
<u>Physical Health and Mental Wellbeing</u> <ul style="list-style-type: none"> • Keeping healthy • Food and exercise • Sleep • Medicine • Habits • Expressing feelings • Oral care and hygiene • Sun safety • Managing change, loss and bereavement 	<u>Growing and Changing</u> <ul style="list-style-type: none"> • Feelings • What makes me unique and special • Naming body parts • Managing a reframing a setback • Physical and emotional changes in puberty • Mental wellbeing • Managing transitions 	<u>Keeping Safe</u> <ul style="list-style-type: none"> • How rules and age restrictions help us • Safety in different environments • Emergencies • Risks and hazards • Medicines and household products • Drugs common to everyday life • FGM • Drug use

We have designed the curriculum to be a spiral curriculum which allows children to encounter key concepts across the PSHE curriculum multiple times within different contexts. This allows them to continue to build upon what they already know and retrieve.

Relationships and Health Education (RHE)

At Hillbourne Primary School, we teach Relationships and Health Education (RHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. In this way we will be developing good citizens for the future and ensuring our pupils have realistically high goals and realize their own worth to the community and the world at large. The school ensures it provides a balanced RHE provision to meet the specific needs of all learners. Learners are equipped to be more informed, confident and skilled to take an active and responsible part in society and enhance learning, motivation and achievement.

We work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, that children should be encouraged to form and to express their views.

At Hillbourne, Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. All RHE teaching at Hillbourne reflects the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. Children are taught in an age-appropriate way about the characteristics and values of healthy relationships, including areas such as differences, boundaries, respect, trust and kindness. Teaching focuses on both face-to-face and online relationships recognising the significance of the digital world we now embrace.

Our teachers also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in our school values of love, courage, inspiration and unity. Learning is planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020, under the broad headings of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

PSHE Curriculum Overview

	Autumn 1 <i>Relationships</i>	Autumn 2 <i>Living in the Wider World</i>	Spring 1 <i>Health and Wellbeing</i>	Spring 2 <i>Relationships</i>	Summer 1 <i>Living in the Wider World</i>	Summer 2 <i>Health and Wellbeing</i>
Foundation	Being Safe in School	Being Safe Outside of School	Keeping Ourselves safe (PANTS)	Safety (Water, road, rail, fire)	People who help us	Sun Safety
Year 1	Who is special to us?	What can we do with money?	What helps us stay healthy?	What is the same and what is different about us?	How can we look after each other and the world?	Who keeps us safe?
Year 2	What makes a good friend?	What jobs do people do?	What helps us to stay safe?	What is bullying?	What helps us to grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What makes a community?	What keeps us safe?	What are families like?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	How do we treat each other with respect?	How can our choices make a difference to others and the environment?	What skills, strengths and interests do we have?	How can we manage our feelings?	How can we manage risk at different places?	How will we change and grow?
Year 5	How can friends communicate safely?	What decisions can people make with money?	How can we help in an accident or emergency?	What makes up a person's identity?	What jobs would we like?	How can drugs common to everyday life affect health?
Year 6	How do friendships change as we grow?	How can we keep healthy as we grow?		What will change as we become more independent?	How can the media influence people?	

PSHE Progression of Knowledge (EYFS and KS1)

	Foundation	Year 1	Year 2
Relationships	<ul style="list-style-type: none"> R1. About the roles different people play in our lives R2. Identify the people who love and cared for them and what they do to help them feel loved and cared for R5. It is important to tell someone if something about their family makes them unhappy/worried R13. To recognise that some things are private and the importance of protecting privacy and parts of the body covered by underwear are private R16. How to respond if physical contact makes them feel uncomfortable or unsafe R18. The importance of not keeping adult secrets/only happy surprises that others will find out eventually R21. Kind and unkind behaviour and how this can affect others R22. How to treat themselves and others with respect. How to be polite and courteous. R24. How to listen to others and work and play cooperatively 	<ul style="list-style-type: none"> R3. Learn about different types of families and those that are different to our own R4. Identify common features of family life R5. It is important to tell someone if something about their family makes them unhappy/worried R6. Learn about how people make friends and what makes a good friendship R7. How to recognise when they or someone else feels lonely R9. How to ask for help if a friendship is making them feel unhappy R10. Identify that bodies and feelings can be hurt by words and actions. People can say hurtful things online R13. To recognise that some things are private and the importance of protecting privacy and parts of the body covered by underwear are private R15. To identify how to respond safely to adults they don't know R16. How to respond if physical contact makes them feel uncomfortable or unsafe R18. The importance of not keeping adult secrets/only happy surprises that others will find out eventually R19. To learn basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R24. To learn how to listen to other people R23. To recognise the ways in which they are the same and different to others 	<ul style="list-style-type: none"> R6. Learn about how people make friends and what makes a good friendship R10. Identify that bodies and feelings can be hurt by words and actions. People can say hurtful things online R11. How people may feel if they experience hurtful behaviour or bullying R12. Identify that hurtful behaviour offline and online including teasing, name calling and bullying and deliberately not excluding others is not acceptable. How to report bullying and the importance of telling a trusted adult R21. To learn about what is kind and unkind behaviour and his this can affect others. R22. To learn about how to treat themselves and others with respect, how to be polite and courteous. R24. To learn how to listen to other people
Living in the Wider World	<ul style="list-style-type: none"> L5. Learn about the different roles and responsibilities people have in their community 	<ul style="list-style-type: none"> L1. To learn about what rules are, why they are needed and why different rules are needed for different situations L2. To learn how people and other living things have different needs and the responsibilities of caring for them L10. To learn what money is , the form that money comes in and money from different sources L11. How people make different choices about how to spend and save money L12 The difference between needs and wants and that people may not always be able to get what they want L15 That jobs help people to earn money to pay for things 	<ul style="list-style-type: none"> L15. That jobs help people to earn money to pay for things L16. To learn about different jobs that people they know or people who work in the community do L17. To learn about some of the strengths and interests someone might need to do different jobs.

<p>Health and Wellbeing</p>	<ul style="list-style-type: none"> • H10. Learn about the people who help us to stay physically healthy • H5. Learn about simple hygiene routines that can stop germs from spreading • H32. Learn about ways to keep safe in familiar and unfamiliar environments • H30. How to keep safe at home including around electrical appliances and fire safety • H36. How to get help in an emergency 	<ul style="list-style-type: none"> • H5. Learn about simple hygiene routines that can stop germs from spreading • H6. Identify medicines including vaccinations and immunisations can help people to stay healthy • H7. To learn about dental care and visiting the dentist. How to brush teeth correctly. Food and drink to support dental health • H8. How to keep safe in the sun and protect skin from sun damage • H10. Learn about the people who help us to stay physically healthy • H25. To name the main parts of the body including external genitalia 	<ul style="list-style-type: none"> • H1. To learn about what keeping healthy means and different ways to keep healthy • H2. To learn about foods that support good health and the risk of eating too much sugars • H3. To learn about how physical activity helps us to stay healthy and ways to be physically active each day • H4. To learn about why sleep is important and different ways to rest and relax. • H5. Learn about simple hygiene routines that can stop germs from spreading • H6. Identify medicines including vaccinations and immunisations can help people to stay healthy • H7. To learn about dental care and visiting the dentist. How to brush teeth correctly. Food and drink to support dental health • H9. To identify different ways to learn and play recognising the importance of knowing when to take a break from time online or tv • H10. Learn about the people who help us to stay physically healthy • H12. To learn about the benefits of sun exposure and the risk of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • H38. To learn how to predict, assess and manage risk in different situations (water safety) • H39. To learn about hazards (water) that may cause harm, injury or risk and what they can do to keep safe • H41. To learn strategies for keeping safe in the local environment or unfamiliar places
------------------------------------	--	---	--

PSHE Progression of Knowledge (KS2)

	Year 3	Year 4	Year 5	Year 6
Relationships	<ul style="list-style-type: none"> R8. To recognise other shared characteristics of healthy family life including commitment, care, spending time together, being there for each other in times of difficulty. R3. To learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other which is intended to be lifelong R5. To identify that people who love and care for each other can be in a committed relationship living together but may also live apart R6. To know that a feature of positive family life is caring relationships and the different ways in which people care for each other R7. To recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, blended families, foster parents) Families are all types can give family members love, security and stability. R16. To learn how friendships can change over time, making new friends and the benefits of making new friends. R17. To understand that friendships have ups and downs, strategies to resolve disputes and reconcile differences positively and safely. 	<ul style="list-style-type: none"> R10. To learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R30. That personal behaviour can affect other people; to recognise and model respectful behaviour. R31. To recognise the importance of self-respect and how this can affect our thoughts and feelings about ourselves; that everyone including themselves, should expect to be treated politely and with respect by others. R32. About respecting the differences and similarities between people and recognising what they have in common with others – physically, in personality or background. R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to our own. R34. To learn how to discuss and debate topical issues – respect other people’s POV and constructively challenge those they disagree with 	<ul style="list-style-type: none"> R13. The importance of seeking support if they feel lonely or excluded. R14 To learn that healthy friendships make people feel included, recognise when others may feel lonely or excluded, strategies for how to include someone. R16 To learn how friendships change over time, about making new friends and the benefits of having different types of friends. R18. To recognise is a friendship (offline/online) is making them feel unsafe or uncomfortable, how to manage this and ask for support if needed. R20. What to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking for help, importance of keeping trying until they are heard. R21. To learn about what is kind and unkind behaviour and how this can affect others. R29. To identify where to get advice and report concerns if worried about their own or someone else’s personal safety (including domestic abuse) 	<ul style="list-style-type: none"> R13. The importance of seeking support if they feel lonely or excluded R14 To learn that healthy friendships make people feel included, recognise when others may feel lonely or excluded, strategies for how to include someone. R16 To learn how friendships change over time, about making new friends and the benefits of having different types of friends. R15. To recognise strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. R18. To recognise if a friendship (online/offline) is making them feel unsafe or uncomfortable, how to mace this and ask for help if necessary. R19. To learn about the impact of bullying, including offline/online, and the consequences of hurtful behaviour. R30. To understand that personal behaviour can affect other people, to recognise and model respectful behaviour online. R32. To learn about respecting the differences and similarities between people and recognising what they have in common with others (e.g. physically, in personality or background).
Living in the Wider World	<ul style="list-style-type: none"> L6. To learn about the different groups that make up our community; and what living in a community means. L7. To value the different contributions that people and groups make to the community. L8. To learn about diversity, what it means, the benefits of living in a diverse community, about valuing diversity within communities 	<ul style="list-style-type: none"> L4. To learn the importance of having compassion towards others, shared responsibilities we all have for caring for other people and living things, how to show care and concern for others. L5. To understand ways of carrying out share responsibilities for protecting the environment in school and at home, how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices) 	<ul style="list-style-type: none"> L17. To learn about the different ways to pay for things and the choices people have about this. L18. To recognise that people have different attitudes towards saving and spending money, what influences people’s decisions, what makes something good value for money. L20. To recognise that people make spending decisions based on priorities, needs and wants. L21 To learn different ways to keep track of money. L22. To learn about risks associated with money (e.g. money can be lost/won/stolen) and ways of keeping money safe L24. To identify the ways that money can impact on people’s feelings and emotions. 	<ul style="list-style-type: none"> L11. To recognise the ways in which the internet and social media can be used both positively and negatively. L12. To learn how to assess the reliability of sources of information online, and how to make safe, reliable choices from search results. L13 To learn some of the different ways information and data is shared and used online, including for commercial purposes. L15 To recognise things appropriate to share and things that should not be shared on social media, rules surrounding distribution of images. L16. To identify how text and images in the media and on social media can be manipulated or invented and strategies to

			<ul style="list-style-type: none"> • L26. To learn that there is a broad range of different jobs/ careers that people can have, that people often have more than one career/ type of job during their life. • L27. To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them. • L31. To identify the kind of job that they might want when they are older. • L32. To recognise a variety of routes into careers (e.g. college, apprenticeship, university etc.). 	<p>evaluate the reliability of sources and identify misinformation.</p>
<p>Health and Wellbeing</p>	<ul style="list-style-type: none"> • H1. How to make informed decisions about health. • H4. How to recognise that habits can have both positive and negative effects on a healthy life style. • H5. About what good physical health means; how to recognise early signs of physical illness. • H8. How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn. • H11. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks). • H38. How to predict, assess and manage risk in different situations. • H39. About hazards (including fire risks) that may cause harm, injury or risks in the home and what you can do to keep safe and reduce the risk. • H41. Strategies for keeping safe in the local environment (including fire/ firework safety) when out and about 	<ul style="list-style-type: none"> • H10. To learn about the people who help us stay physically healthy. • H12. To learn about the benefits of sun exposure and the risk of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • H20. Strategies to respond to feelings, including intense or conflicting feelings, how to manage and respond to feelings appropriately and proportionately in different situations. • H27. To recognise their individuality and personal qualities. • H28 To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • H29. How to manage setbacks/ perceived failures including how to reframe unhelpful thinking. • H37. To learn reasons for following and complying with regulations and restrictions and how they promote personal safety and wellbeing. • H38. How to predict, assess and manage risk in different situations. • H39. About hazards (including sun safety) that may cause harm, injury or risks in the home and what you can do to keep safe and reduce the risk. • H41. Strategies for keeping safe in the local environment when out and about in different places 	<ul style="list-style-type: none"> • H30. To identify the external genitalia and internal reproductive organs in males and females, and how the process of puberty relates to human reproduction. • H31. To learn about the physical and emotional changes that happen when approaching and during puberty. • H32. To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. • H33. To learn about the processes of reproduction and birth as part of the human life cycle- how babies are conceived and born • H34. To learn where to get more information, help and advice about growing and changing during puberty. • H6 H40. To learn the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully). • H46 To learn the risks and effects of legal drugs common to everyday life, to recognise that drug use can become a habit which can be difficult to break. • H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. 	<ul style="list-style-type: none"> • H30. To identify the external genitalia and internal reproductive organs in males and females, and how the process of puberty relates to human reproduction. • H31. To learn about the physical and emotional changes that happen when approaching and during puberty. • H32. To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. • H33. To learn about the processes of reproduction and birth as part of the human life cycle- how babies are conceived and born. • H34. To learn where to get more information, help and advice about growing and changing during puberty. • H35. To learn about new opportunities and responsibilities that increasing independence may bring. • H36. To identify strategies to manage transitions between classes and key stages. • H37. To learn reasons for following and complying with regulations and restrictions and how they promote personal safety and wellbeing. • H38. How to predict, assess and manage risk in different situations. • H39. About hazards (including water/road/rail etc) that may cause harm, injury or risks in the home and what you can do to keep safe and reduce the risk. • H41. Strategies for keeping safe in the local environment when out and about in different places

Safety

‘We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.’ *DfE (2021)*

Safety education is the teaching of specific knowledge, skills and understanding that children need in order to stay safe in a given situation. Generally, schools themselves are safe places for children of all ages, so the focus of safety and risk education is to prepare children and young people for the world outside of school, now and in the future.

Pupil safety and the promotion of fundamental British values are a core business of our work at Hillbourne Primary School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safety. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal and group safety. Our separate Safety curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age-appropriate level, or at a small group or 1:1 level where a more urgent need arises. We plan to constantly challenge children to think deeply about safety matters and their own personal physical and mental wellbeing. We value pupils’ questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safety, promote British values and prevent radicalisation and extremism.

There are many opportunities throughout our learning in school to explore safety issues. Safety (and risk) education is included in several statutory subjects including science, design and technology, and physical education. To accompany this, safety lessons are planned regularly and mapped out to ensure children are building upon the knowledge they already have in any given year group. Progressions for the safety curriculum can be seen below, where vocabulary and knowledge are at the forefront of what and how the children engage with the content. By doing this, we can be more certain that the children are gaining knowledge about how to keep themselves and others safe, both at school and at home, at an age-appropriate level.

At Hillbourne Primary, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Hillbourne. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in safety sessions. The key threads are:

Body Safety	First Aid	Stranger Danger	Fire and Electrical Safety	Road Safety	Water and Beach Safety	Sun Safety	Rail Safety	Snow Safety	Money and Work	Our Local Environment
-------------	-----------	-----------------	----------------------------	-------------	------------------------	------------	-------------	-------------	----------------	-----------------------

First Aid

The Department for Education recommends that Key Stage 2 pupils should know:

- How to make a clear and efficient call to the emergency services
- Basic first aid concepts, for example, dealing with common injuries such as head injuries.



At Hillbourne, we use the St John’s Ambulance resources ([KS2 First Aid Lesson Plans and Teaching Resources](#) | [St John Ambulance](#) | [St John Ambulance \(sja.org.uk\)](#)) to support our delivery of this. The knowledge identified in each year group can be seen in the progression below.

Safety Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Our local environment Fire and Electrical Safety	Road Safety First aid	Stranger Danger	Body Safety	Sun Safety	Water and Beach Safety
Year 1	Our local environment Fire and Electrical Safety	Road Safety First aid	Stranger Danger	Body Safety	Sun Safety Money and Work	Water and Beach Safety Rail Safety
Year 2	Our local environment Fire and Electrical Safety	Road Safety First aid	Stranger Danger	Body Safety	Sun Safety Money and Work	Water and Beach Safety
Year 3	Our local environment	Road Safety First aid	Stranger Danger	Body Safety	Sun Safety Money and Work	Water and Beach Safety Rail Safety
Year 4	Our local environment Fire and Electrical Safety	Road Safety First aid	Stranger Danger	Body Safety	Money and Work	Water and Beach Safety
Year 5	Fire and Electrical Safety	Road Safety First aid	Stranger Danger	Body Safety	Money and Work	Water and Beach Safety Rail Safety
Year 6	Fire and Electrical Safety	Road Safety First aid Snow Safety	Stranger Danger	Body Safety	Money and Work	Water and Beach Safety Rail Safety

Safety Progression of Knowledge

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Body Safety	<ul style="list-style-type: none"> I know that parts of my body are private. I know my underwear covers my private parts. I know that my body belongs to me. I know that 'no' means 'no' I know that I should speak to a trusted adult if I am worried 	<ul style="list-style-type: none"> I understand and know the PANTS rules. I know the difference between appropriate and inappropriate touch. I understand that I have the right to say 'no' to unwanted touch. I know what to do if I feel unsafe or worried for myself or others. I know words to use when asking for help and to keep trying until I am heard. 	<ul style="list-style-type: none"> I know the adults I trust and who I can ask for help. I know how to respond if physical contact makes me feel uncomfortable or unsafe. I understand about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). I know there are situations when I should ask for permission and also when my permission should be sought. 	<ul style="list-style-type: none"> I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable I know where to get advice and report concerns if I am worried about my own or someone else's personal safety. (e.g. pastoral team, Childline) I know what giving permission (consent) means. I know what keeping something 'confidential' or secret means. 	<ul style="list-style-type: none"> I know about privacy and personal boundaries. I know how to recognise pressure from others to do something unsafe and strategies for managing this. I know when keeping something 'confidential' or secret should be or should not be agreed to and when it is right to break a confidence or share a secret. I know about seeking and giving permission (consent) in different situations. 	<ul style="list-style-type: none"> I know strategies to respond to unwanted physical contact 	<ul style="list-style-type: none"> I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this. I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable (e.g. Childline, Shout Service)
First Aid	<ul style="list-style-type: none"> I know my name and where I live. I know the emergency services number – 999. I know the four emergency services. 	<ul style="list-style-type: none"> I know my name and home address. I know the emergency services number – 999. I know the four emergency services. 	<ul style="list-style-type: none"> I know my name and home address. I know the emergency services number – 999. I know the four emergency services. 	<ul style="list-style-type: none"> I know my name and home address. I know the emergency services number – 999. I know the four emergency services. I can recognise when someone has been bitten or stung. I can respond appropriately to someone who has been bitten or stung. 	<ul style="list-style-type: none"> I know my name and home address. I know the emergency services number – 999. I know the four emergency services. I can recognise when someone is having an asthma attack. I can respond appropriately to someone who is having an asthma attack. 	<ul style="list-style-type: none"> I know my name and home address. I know the emergency services number I know the four emergency services. I can recognise when someone has a minor bleed. I can understand the risk of cross infection and take appropriate precautions to minimise risk to both the casualty and the first aider. To recognise and respond appropriately to someone who has a nosebleed. 	<ul style="list-style-type: none"> I know my name and home address. I know the emergency services number – 999. I know the four emergency services. I can recognise when someone is choking.
Stranger Danger	<ul style="list-style-type: none"> I know who are the safe adults in my life. I know that I need to stay with/listen to a safe adult. I understand why adults wear badges. 	<ul style="list-style-type: none"> I know my role in keeping myself safe. I know how to respond safely to adults I don't know. 	<ul style="list-style-type: none"> I know what to do if I get separated from a group (when on a trip or out and about). I know what to do if a stranger approaches me. 	<ul style="list-style-type: none"> I know how to respond safely and appropriately to adults I may encounter whom I do not know 	<ul style="list-style-type: none"> I know how to respond safely and appropriately to adults I may encounter) whom I do not know 	<ul style="list-style-type: none"> I know what child exploitation means 	<ul style="list-style-type: none"> I know the impact of child exploitation and how to keep safe from the dangers of child criminal exploitation.

<p>Fire and Electrical Safety</p>	<ul style="list-style-type: none"> I know how to respond to a fire drill. I know who helps us in the event of a fire. I know what to do in a real fire. I know how to stay safe around bonfires and fireworks. I know what items are hot or cold to touch in the home so that I can keep safe. 	<ul style="list-style-type: none"> I know how to respond to fire drills from different points in the school. I know the Firework Code. I know how to keep safe when near a bonfire. I know how to keep safe at home (including around electrical appliances) 	<ul style="list-style-type: none"> I know how to respond in the event of a real fire. I know what a fire alarm is and how to use this in the event of a fire. I know about different electrical appliances and understand how to switch these on/off safely. I know that if an electrical appliance is unsafe, it could cause a fire. 		<ul style="list-style-type: none"> I know about fire hazards that may cause injury or risks in the home. I know how to respond and react in the event of a fire. 	<ul style="list-style-type: none"> I understand how to make electrical appliances safe in the home to ensure that I am minimising the risk of a fire. I know how to contact the emergency services in the event of a fire. 	<ul style="list-style-type: none"> I know about fire hazards that may cause injury or risks in the home (inc. electrical appliances) and know what I can do to reduce the risk and stay safe. I know how to respond and react in the event of a fire. I know that I can keep safe from fire by having an escape plan.
<p>Road Safety</p>	<ul style="list-style-type: none"> I know that I should walk on pavements and not on the road. I know that I need to stop, look and listen when walking on the pavement. I know that it is safest to walk with an adult holding hands. I know that it is safe to cross at a pedestrian crossing. 	<ul style="list-style-type: none"> I can recognise simple road safety signs (e.g. stop signs, pedestrian crossing signs) I know that I need to stay with an adult when walking beside a road (holding hands on a pavement). I know that there are safer places to cross (e.g. zebra crossings, pedestrian crossings). I know how pedestrian crossings work (e.g. wait, red man = stop, green man = go). 	<ul style="list-style-type: none"> I know that wearing bright, reflective clothing ensures that I can be seen when walking. I know the rules I need to follow as a passenger when travelling in a car to ensure that I am safe. 	<ul style="list-style-type: none"> I know what the countryside code is and that as a pedestrian in the countryside environment I should follow this. 	<ul style="list-style-type: none"> I know that there are different electrical hazards and dangers on pavements and on roadside (e.g. electrical substations / pylons) I know and understand strategies for keeping safe when travelling to/from school. I know what laws pedestrians should follow. I know that I am responsible for my own safety when travelling to/from school. 	<ul style="list-style-type: none"> I know what laws pedestrians should follow. I know that I am responsible for my own safety when travelling to/from school. I know the rules and laws relating to cycling. 	<ul style="list-style-type: none"> I know what laws pedestrians should follow. I know that I am responsible for my own safety when travelling to/from school. I know the rules and laws relating to cycling.
<p>Water and Beach Safety</p>	<ul style="list-style-type: none"> I know that water sources (sea, lakes, rivers) can be dangerous. I know that I need to stay close to an adult when near water. I know strategies for keeping safe near water. 	<ul style="list-style-type: none"> I know strategies for keeping safe when near water (e.g. stop and think, stay together, float, call 999 or 112) I know how a lifeguard helps people. 	<ul style="list-style-type: none"> I know about beach safety flags. I know where and when it is safe to go into the water. I know how to call for help using 999 or 112. 	<ul style="list-style-type: none"> I know about safer and less safe ways to behave near water. I know and can apply strategies for keeping safe at the swimming pool. I understand and can follow instructions for keeping safe at a swimming pool. 	<ul style="list-style-type: none"> I know how to keep safe near water. I know what to do in the event of an emergency situation I know how to call for help using 999 or 112. I know about safer and less safe ways to behave near water. I know and can apply strategies for keeping safe at the swimming pool. 	<ul style="list-style-type: none"> I know what a 'current' and a 'rip tide' is and how these can be dangerous when swimming. I know what to do when faced with different situation near the water. I know what the impact of cold water is on the body. I know about different beach safety flags. 	<ul style="list-style-type: none"> I know how to stay safe near rivers and lakes I know the difference between water which is tidal and not

<p>Sun Safety</p>	<ul style="list-style-type: none"> I know that when it is sunny I need to wear a sun hat. I know that applying sun screen protects me from the sun. I know that I can go in the shade to shelter from the sun. 	<ul style="list-style-type: none"> I know that the sun can damage my skin. I know that I need to protect my skin from the sun by wearing a sun hat, keeping my arms covered and wearing sun screen. I know that drinking water helps keep me hydrated especially when sunny. I know I can go in the shade to shelter from the sun. 	<ul style="list-style-type: none"> I know that shade is created when objects block the sun. I know that finding shade helps protect me from the sun. 	<ul style="list-style-type: none"> I know that I must never look directly at the sun, even when wearing sunglasses. I know that I should choose closely woven, light-weight fabrics which are best for protecting my skin from the sun. I know that SPF stands for Sun Protection Factor 			
<p>Rail Safety</p>		<ul style="list-style-type: none"> I know how to keep safe at a train station. I know that there are dangers and hazards at the train station. 		<ul style="list-style-type: none"> I know how to keep safe when travelling by train. I know about the electrical dangers on a railway track I know strategies for keeping safe near a railway track. 		<ul style="list-style-type: none"> I know some of the risks associated with the railway. I know what level crossings look like and what they do. I know how to use level crossings safely. 	<ul style="list-style-type: none"> I know how fast trains travel and the associated risks and dangers. I understand the need to take responsibility for my own safety around the railway and in the community.
<p>Snow Safety</p>							<ul style="list-style-type: none"> I know what causes snow I know that snow and ice can impact safety for individuals outdoors and when travelling in vehicles I know how to enjoy the snow safely
<p>Money and Work</p>		<ul style="list-style-type: none"> I know what the right thing to do is if I find money or lost items. I know the law around lost money/ items. 	<ul style="list-style-type: none"> I know what the right thing to do is if I find money or lost items. I know the law around lost money/ items. 	<ul style="list-style-type: none"> I know the difference between a want and a need. I know how best adults should prioritise how to spend limited money for their family. 	<ul style="list-style-type: none"> I know the law around lost or found money. 	<ul style="list-style-type: none"> I know that some loan options are more costly and risky than other options. 	<ul style="list-style-type: none"> I know what a pay slip is. I know what deductions are taken from earnings. I know the purpose of central and local taxation and what it pays for.
<p>Our Local Environment</p>	<ul style="list-style-type: none"> I know which parts of school are safe and unsafe. 	<ul style="list-style-type: none"> I know which parts of school are safe and unsafe. I know how to stay safe in different areas of the school 	<ul style="list-style-type: none"> I know not to play with or eat growing plants. I know that I must use gloves when pruning or weeding. I know that eating or touching some plants can be dangerous. 	<ul style="list-style-type: none"> I know that tics get onto people by jumping. I know that tics live in areas of vegetation such as woodlands, the heath and grass. I know how to protect myself from tics. 	<ul style="list-style-type: none"> I know that the adder is Britain's only venomous snake. I know that adders live in areas of vegetation I know what to do if a person is bitten by an adder. 		

E-Safety

Each half term has an overarching e-safety theme, and these are introduced through a key question. Each individual year group will then enquire into these key questions through differentiated and age-appropriate activities that support the teaching of the national curriculum. E-Safety is taught both discretely and in a cross curricular manner throughout both the core and foundation subjects. Through 6 overarching themes (see below), children will develop a strong understanding of how to stay safe online both at school and at home.

The Development Matters and National Curriculum states:

- **EYFS:** ‘Understanding the World’ Educational Programme- ‘foster their understanding of our culturally, socially, technologically and ecologically diverse world’
- **KS1:** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- **KS2:** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

The following statements have been taken from the ‘Project Evolve’ E-Safety program (<https://projectevolve.co.uk>) and each encompasses a starting question and subsequent lesson plan and resources. The statements have been carefully chosen to fit both the age and stage of the children but also the appropriateness for the children at Hillbourne and the challenges online that they specifically face.

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Managing Online Information <i>Autumn 1</i>	I can talk about how to use the internet as a way of finding information online I can identify devices I can use to access information online	I know and understand that we can encounter a range of things online including things we like and don't like as well as things which are real / not real or a joke	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs, sections)	I can demonstrate how to use key phrases in search engines to gather accurate information online Explain the difference between 'belief', 'opinion' and 'fact' and can give examples	I can analyse information to make a judgement about probable accuracy	I can evaluate digital content and can explain how to make choices about what is trustworthy	I can explain how someone might encounter 'influence', 'manipulation' and 'persuasion' online (e.g. advertising or targeting for fake news)
Online Reputation, Copyright and Ownership <i>Autumn 2</i>	I understand that I can put information online for others to see I know that the work I create belongs to me	I know that I should not share my personal information online I know that the work I create using technology belongs to me	I can explain how information put online about someone can last for a long time I can describe why other people's work belongs to them	I can explain the need to be careful before sharing anything personal online I can demonstrate how to use key phrases in search engines to gather accurate information online I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause	I can explain ways that some of the information about anyone online could have been created, copied or shared by others	I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect I can assess and justify when it is acceptable to use the work of others	I can demonstrate how to make references to and acknowledge sources I have used from the internet I can explain the ways in which anyone can develop a positive online reputation
Privacy and Security <i>Spring 1</i>	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)	I can explain that passwords are used to protect information, accounts and devices I can recognise more detailed examples of information that is personal to someone (e.g. address)	I can explain and give examples of what is meant by 'private' and 'keeping things private'	I can describe how connected devices can collect and share anyone's information with others	I can describe how some online services may seek consent to store information about me	I can explain what a strong password is and demonstrate how to create one. I can explain what app permissions are and can give some examples	I can describe effective ways people can manage passwords. I can explain what to do if a password is shared, lost or stolen.

<p>Self-Image, Identity, Health, Well Being and Lifestyle <i>Spring 2</i></p>	<p>I know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, upset or embarrassed. I can identify rules that help keep us safe and healthy in and beyond the home when using technology I can name at least one trusted adult who can help me keep safe when using technology / internet.</p>	<p>If something happens online which makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help I can explain rules to keep myself safe when using technology both in and beyond the home</p>	<p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and give examples of how they might get help</p>	<p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar, social media) and why I can explain why some online activities have age restrictions and why it is important to follow them</p>	<p>I can explain how my online identity can be different to my offline identity I can explain how using technology can be a distraction from other things, in both a positive and negative way</p>	<p>I can explain how identity online can be copied, modified or altered I can describe ways technology can affect health and wellbeing both positively and negatively.</p>	<p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups I can explain why it is important to challenge and reject inappropriate representations online</p>
<p>Online Relationships <i>Summer 1</i></p>	<p>I can recognise someways in which the internet can be used to communicate</p>	<p>I know why it is important to be considerate and kind to people online and to respect their choices</p>	<p>I can give examples of how someone might use technology to communicate with other they don't also know offline and explain why this might be risky I can describe different ways to ask for, give, deny my permission online</p>	<p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours</p>	<p>I can explain that there are some people I communicate with online who may want to do me or my friends harm</p>	<p>I can describe how things shared privately online can have unintended consequences for others</p>
<p>Online Bullying <i>Summer 2</i></p>	<p>I can describe ways that some people can be unkind online.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples</p>	<p>I can talk about how anyone experiencing bullying can get help</p>	<p>I can give examples of how bullying behaviour could appear online and how someone can get support</p>	<p>I can explain why people need to think carefully about how content they post online might affect others, their feelings and how it may affect how others feel about them (their reputation)</p>	<p>I can describe how what one person perceives as playful joking and teasing ('banter') might be experienced by others as bullying</p>	<p>I can explain how someone would report online bullying in different contexts</p>