

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Reception</b>	<b>What's safe to go onto my body?</b>	<b>What's safe to go into my body? (including medicines)</b>	<b>Safe Indoors and Outdoors</b>	<b>Listening to My Feelings</b>	<b>Keeping Safe Online</b>	<b>People who help to keep me safe</b>
	<p>Name things that keep their bodies safe.</p> <p>Name things that keep their bodies clean and protected.</p> <p>Think about how to recognise things that might not be safe.</p>	<p>Make safe decisions about items they don't recognise.</p> <p>Talk about what our bodies need to stay well.</p> <p>Name the safe ways to store medicine and who can give it to children (adults).</p>	<p>Name some hazards and ways to stay safe inside.</p> <p>Name some hazards and ways to stay safe outside.</p> <p>Show how to care for the safety of others.</p>	<p>Name the adults who they can ask for help from, and will keep them safe.</p> <p>Recognise the feelings they have when they are unsafe.</p> <p>Talk about keeping themselves safe, safe touches and consent.</p>	<p>Share ideas about activities that are safe to do on electronic devices.</p> <p>What to do and who to talk to if they feel unsafe online.</p>	<p>Name the people in their lives who help to keep them safe.</p> <p>Name people in their community who help to keep them safe.</p> <p>Talk about ways to keep themselves safe in their environment.</p>
<b>Year 1</b>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	<b>Super Sleep</b>	<b>Who can Help?</b>	<b>Good or Bad Touches?</b>	<b>Sharing Pictures</b>	<b>What could Harold Do?</b>	<b>Harold loses Geoffrey</b>
	<p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</p>	<p>Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>Identify people who can help them when they feel unsafe.</p>	<p>Understand and learn the PANTS rules;</p> <p>Name and know which parts should be private;</p> <p>Explain the difference between appropriate and inappropriate touch;</p> <p>Understand that they have the right to say "no" to unwanted touch;</p> <p>Start thinking about who they trust and who they can ask for help.</p>	<p>Understand the benefits of using the internet</p> <p>Understand that there can be risks when using the internet</p> <p>What to do and who to talk to if they feel unsafe online.</p>	<p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p>	<p>Recognise the range of feelings that are associated with loss.</p>

Year 2	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
	<b>Harold's Picnic</b>	<b>How Safe Would You Feel?</b>	<b>What Should Harold Say?</b>	<b>I don't like That!</b>	<b>Fun, or Not?</b>	<b>Should I tell?</b>
	<p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p>	<p>Identify situations in which they would feel safe or unsafe;</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p>	<p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p>	<p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Identify the types of touch they like and do not like;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p>	<p>Recognise that some touches are not fun and can hurt or be upsetting;</p> <p>Know that they can ask someone to stop touching them;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p>	<p>Identify safe secrets (including surprises) and unsafe secrets;</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>
Year 3	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
	<b>Safe or Unsafe?</b>	<b>Danger Or Risk?</b>	<b>The Risk Robot</b>	<b>Super Searcher</b>	<b>Help or Harm?</b>	<b>Alcohol and Cigarettes: the Facts</b>
	<p>Identify situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe.</p>	<p>Define the words danger and risk and explain the difference between the two;</p> <p>Demonstrate strategies for dealing with a risky situation.</p>	<p>Identify risk factors in given situations;</p> <p>Suggest ways of reducing or managing those risks.</p>	<p>Evaluate the validity of statements relating to online safety;</p> <p>Recognise potential risks associated with browsing online;</p> <p>Give examples of strategies for safe browsing online.</p>	<p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p>Identify some key risks from and effects of cigarettes and alcohol;</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p>

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	<b>Danger, Risk or Hazard?</b>	<b>How Dare You!</b>	<b>Keeping Ourselves Safe</b>	<b>Raisin Challenge</b>	<b>Picture Wise</b>	<b>Medicines: Check the Label</b>
<b>Year 4</b>	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</p> <p>Identify situations which are either dangerous, risky or hazardous;</p> <p>Suggest simple strategies for managing risk.</p>	<p>Define what is meant by the word 'dare';</p> <p>Identify from given scenarios which are dares and which are not;</p> <p>Suggest strategies for managing dares.</p>	<p>Describe stages of identifying and managing risk;</p> <p>Suggest people they can ask for help in managing risk.</p>	<p>Understand that we can be influenced both positively and negatively;</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent.</p>	<p>Understand that medicines are drugs;</p> <p>Explain safety issues for medicine use;</p> <p>Suggest alternatives to taking a medicine when unwell;</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p>
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	<b>Spot Bullying</b>	<b>Play, Like, Share</b>	<b>Decision Dilemmas</b>	<b>Ella's Diary Dilemma</b>	<b>Vaping: Healthy or Unhealthy?</b>	<b>Would You Risk it?</b>
<b>Year 5</b>	<p>Demonstrate strategies to deal with both face-to-face and online bullying;</p> <p>Demonstrate strategies and skills for supporting others who are bullied;</p> <p>Recognise and describe the difference between online and face-to-face bullying.</p>	<p>Consider what information is safe/unsafe to share offline and online; reflect on the consequences of not keeping personal information private; recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; know how to protect personal information online;</p>	<p>Recognise which situations are risky;</p> <p>Explore and share their views about decision making when faced with a risky situation;</p> <p>Suggest what someone should do when faced with a risky situation.</p>	<p>Define what is meant by a dare;</p> <p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p>	<p>Describe some of the health risks caused by vaping and understand that there are potential health risks of vaping that are not yet fully known;</p> <p>Use critical thinking skills when reading information/media;</p> <p>Understand that companies selling vaping products do so to make money;</p>	<p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</p> <p>Describe some of the possible outcomes of taking a risk;</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>

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	Think before you Click	To Share or No to Share	Rat Park	What sort of Drug is...?	Drugs: It's the Law!	Alcohol: What is normal?
Year 6	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</p> <p>Understand and describe the ease with which something posted online can spread.</p>	<p>Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Know how to keep their information private online.</p>	<p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p>	<p>Explain how drugs can be categorised into different groups depending on their medical and legal context;</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses;</p> <p>Explain in simple terms some of the laws that control drugs in this country.</p>	<p>Understand some of the basic laws in relation to drugs;</p> <p>Explain why there are laws relating to drugs in this country.</p>	<p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</p> <p>Describe some of the effects and risks of drinking alcohol.</p>