

	KS1 Safety First		
	PSHE Association Objectives	Health Objectives	Relationships Objectives
<b>Lesson 1: Keeping Safe</b>	<p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>	<p><b>Mental Wellbeing:</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>	<p><b>Caring Friendships:</b> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p><b>Online Relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Online Relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Being Safe:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p><b>Being Safe:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p><b>Being Safe:</b> how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p><b>Being Safe:</b> where to get advice, for example family, school or other sources</p>
<b>Lesson 2: Staying Safe at Home</b>	<p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p><b>H31.</b> that household products (including medicines) can be harmful if not used correctly</p>	<p><b>Internet Safety and Harms:</b> why social media, some computer games and online gaming, for example, are age restricted</p> <p><b>Drugs, Alcohol and Tobacco:</b> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p><b>Being Safe:</b> where to get advice, for example family, school or other sources</p>

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<b>Lesson 3: Staying Safe Outside</b>	<p><b>H18.</b> how to keep safe in the sun and protect skin from sun damage</p> <p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p>	<p><b>Health and Prevention:</b> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p><b>Basic First Aid:</b> concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p><b>Being Safe:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p><b>Being Safe:</b> where to get advice, for example family, school or other sources</p>
<b>Lesson 4: Staying Safe Around Strangers</b>	<p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> how to respond safely to adults they don't know</p>	<p><b>Internet Safety and Harms:</b> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p><b>Internet Safety and Harms:</b> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p><b>Internet Safety and Harms:</b> where and how to report concerns and get support with issues online</p>	<p><b>Online Relationships:</b> that people sometimes behave differently online, including by pretending to be someone they are not</p> <p><b>Online Relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Online Relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Being Safe:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p><b>Being Safe:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p><b>Being Safe:</b> how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>

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<p><b>Lesson 5: Safe Secrets and Surprises</b></p>	<p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> 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</p>	<p><b>Mental Wellbeing:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><b>Internet Safety and Harms:</b> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p><b>Internet Safety and Harms:</b> where and how to report concerns and get support with issues online</p>	<p><b>Families and People Who Care for Me:</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p><b>Caring Friendships:</b> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p><b>Respectful Relationships:</b> the importance of self-respect and how this links to their own happiness</p> <p><b>Respectful Relationships:</b> the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p><b>Online Relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Being Safe:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p><b>Being Safe:</b> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p><b>Being Safe:</b> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p><b>Being Safe:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p><b>Being Safe:</b> how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p><b>Being Safe:</b> how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p><b>Being Safe:</b> where to get advice e.g. family, school or other sources</p>

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<p><b>Lesson 6:</b> <b>People Who Can Help</b></p>	<p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> <p><b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p>	<p><b>Internet Safety and Harms:</b> where and how to report concerns and get support with issues online</p> <p><b>Basic First Aid:</b> concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p><b>Basic First Aid:</b> how to make a clear and efficient call to emergency services if necessary</p>	<p><b>Families and People Who Care for Me:</b> that families are important for children growing up because they can give love, security and stability</p> <p><b>Respectful Relationships:</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p><b>Online Relationships:</b> that people sometimes behave differently online, including by pretending to be someone they are not</p> <p><b>Online Relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Online Relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Being Safe:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p><b>Being Safe:</b> where to get advice, for example family, school or other sources</p>