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**A Time for Us - Autumn 2 Keeping Safe**

**(Bounce Back - Make your Move** - I want to have a go at finding someone I can trust and talk to)

**(Linked with Anti-bullying Week 16th - 20th November 2020)**

**(Relationships - Safe Relationships)**

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| EYFS | Physical Development - Health and Safe Care |
| Year 1 | Recognising privacy; staying safe; seeking permission |
| Year 2 | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour |
| Year 3 | Personal boundaries; safely responding to others; the impact of hurtful behaviour |
| Year 4 | Responding to hurtful behaviour; managing confidentiality; recognising risks online |
| Year 5 | Physical contact and feeling safe |
| Year 6 | Recognising and managing pressure; consent in different situation |

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| EYFS | **Safe Relationships; staying safe**  • to recognise different types of touch and how they make you feel. (e.g. hugs, tickling, kisses and punches)  • to understand when it is and when it isn't ok to touch people.  • how to respond if being touched makes them feel upset, uncomfortable or unsafe.  • when might someone's body or feelings be hurt and whom should you go to for help. |
| Year 1 | **Safe relationships Recognising privacy; staying safe; seeking permission**  • about situations when someone’s body or feelings might be hurt and whom to go to for help  • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)  • how to respond if being touched makes them feel uncomfortable or unsafe  • when it is important to ask for permission to touch others  • how to ask for and give/not give permission  **( NSPCC PANTS RESOURCES)** |
| Year 2 | **Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour**  • how to recognise hurtful behaviour, including online  • what to do and whom to tell if they see or experience hurtful behaviour, including online  • about what bullying is and different types of bullying  • how someone may feel if they are being bullied  • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help  • how to resist pressure to do something that feels uncomfortable or unsafe  • how to ask for help if they feel unsafe or worried and what vocabulary to use |
| Year 3 | **Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour**  • What is appropriate to share with friends, classmates, family and wider social groups including online  • about what privacy and personal boundaries are, including online  • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision  • that bullying and hurtful behaviour is unacceptable in any situation  • about the effects and consequences of bullying for the people involved  • about bullying online, and the similarities and differences to face-to-face bullying  • what to do and whom to tell if they see or experience bullying or hurtful behaviour |
| Year 4 | **Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online**  • to differentiate between playful teasing, hurtful behaviour and bullying, including online  • how to respond if they witness or experience hurtful behaviour or bullying, including online  • recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable  • how to manage pressures associated with dares  • when it is right to keep or break a confidence or share a secret  • how to recognise risks online such as harmful content or contact  • how people may behave differently online including pretending to be someone they are not  • how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online |
| Year 5 | **Safe relationships Physical contact and feeling safe**  • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations  • how to ask for, give and not give permission for physical contact  • how it feels in a person’s mind and body when they are uncomfortable  • that it is never someone’s fault if they have experienced unacceptable contact  • how to respond to unwanted or unacceptable physical contact  • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about  • whom to tell if they are concerned about unwanted physical contact  •that female genital mutilation ( FGM) is against British law and what to do and whom to tell if they think they or someone they know might be at risk. **( See guidance saved in Google docs)** |
| Year 6 | **Safe relationships Recognising and managing pressure; consent in different situations**  • to compare the features of a healthy and unhealthy friendship  • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong  • strategies to respond to pressure from friends including online  • how to assess the risk of different online ‘challenges’ and ‘dares  ’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable  • how to get advice and report concerns about personal safety, including online  • what consent means and how to seek and give/not give permission in different situations |