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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 |