



Grove Lea Primary P.S.H.E Progression Skill Grid Spring 1

Safety First

EYFS	22-36months	30-50 Months	40-60 Months	ELG
Personal, Social and Emotional Development	Aware that some actions can hurt or harm others. Show understanding and cooperate with some boundaries and routines. Can inhibit own actions/behaviours e.g stop themselves doing something they shouldn't do.	Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usual attempt behaviour to different events, social situations and changes in routines.	Aware of the boundaries set, and of behavioural expectations in the setting Beginning to be able to negotiate and solve problems without aggression, e.g when someone has taken their toy.	Children talk about how they and others show feelings, talk about their own and others' behaviours and its consequences, and know that some behaviour is unacceptable. They adjust their behaviour to different situations.



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	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>
	<p>To know how to stay safe at home and know of the range of dangers outside.</p> <p>To know the Green Cross Code.</p> <p>To know that you shouldn't take anyone else medicine.</p>	<p>To know what to do if they feel unsafe online.</p> <p>To know the difference between safe secrets, unsafe secrets and surprises.</p> <p>To know their personal 'trusted adult'.</p>	<p>To know and appreciate what being responsible means and name some of their responsibilities.</p> <p>Know examples of a range of risky or dangerous situations.</p> <p>To know and appreciate that doing something risky may lead to danger.</p> <p>Know and describe where pressure to do things can come from; identify people who can help us in an emergency.</p>	<p>To know and identify safety precautions that can be taken when using roads, water or railways.</p> <p>Know and explain some of the ways in which drugs, cigarettes and alcohol affect the human body.</p> <p>To know and explain some of the ways to treat common injuries.</p> <p>Know and explain how to keep themselves and others safe in an emergency situation.</p> <p>To know and identify what information will need to be shared with an emergency services operator.</p>	<p>To know and appreciate what being responsible means.</p> <p>Know and assess a situation for the level of risk.</p> <p>Know and appreciate that doing something risky may lead to danger.</p> <p>Know and identify people who can help us in an emergency.</p>	<p>To know and identify people who can help us in an emergency.</p> <p>Know and understand the importance of taking action to reduce the risk of harm.</p> <p>Know and explain how we know which substances around the home contain chemicals.</p> <p>To know and identify safety precautions that can be taken when using roads, railways or water.</p>



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Skills they should have	<u>By the end of Y1 the skills we should have...</u>	<u>By the end of Y2 the skills we should have...</u>	<u>By the end of Y3 the skills we should have</u>	<u>By the end of Y4 the skills we should have...</u>	<u>By the end of Y5 the skills we should have...</u>	<u>By the end of Y6 the skills we should have...</u>
	<p>Discuss about rules and age restrictions that keep us safe.</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm .</p> <p>Explain about the people whose job it is to help keep us safe.</p> <p>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p>	<p>To recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>Discuss 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>Talk about the people whose job it is to help keep us safe.</p> <p>To know that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>How to respond safely to adults</p>	<p>New opportunities and responsibilities that increasing independence may bring.</p> <p>To promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>How to predict, assess and manage risk in different situations.</p>	<p>The new opportunities and responsibilities that increasing independence may bring.</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>The importance of taking medicines correctly and using household products safely, (e.g. following Instructions carefully).</p> <p>About the risks and effects</p>	<p>Know about opportunities and responsibilities that increasing independence may bring.</p> <p>Be able to predict, assess and manage risk in different situations.</p> <p>How to recognise pressure from others to do something unsafe or that makes you feel uncomfortable and strategies for managing this.</p>	<p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>Explain about what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>Know about the new opportunities and responsibilities that increasing independence may bring</p> <p>Discuss about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p>



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	<p>How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p>	<p>they don't know.</p>		<p>of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>Why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>About the messages in the media about drugs, including alcohol and smoking/vaping</p>		<p>About the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p>	
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				<p>The Organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>About what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react in an emergency situation how to identify situations that may require the emergency services; know how to contact them and what to say.</p>			
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Tier 3 Vocabulary	<p>Safe Unsafe Danger Rules Hurt Protect help trusted adult</p>	<p>Stranger safe unsafe risk danger harm unfamiliar uniform badge, e-Safety online internet rules trusted grown-up</p>	<p>Independent Responsible Decisions choices, health consequences instructions rules advice, help</p>	<p>Dangerous drugs Medication Vaccine insulin injection alcohol cigarettes physical health wellbeing impact</p>	<p>danger hazard responsible independent informed decision consequence independent peer pressure</p>	<p>Hazard Danger Environment Unfamiliar road safety pedestrian crossing zebra crossing pedestrian passenger cyclist independence</p>
Greater Depth	<p>To explain a range of safety rules and how they keep them safe.</p> <p>Identify different strategies to use to stay safe in different situations.</p> <p>Understand that many household substances are poisonous.</p>	<p>To identify different people in different settings who can help them.</p> <p>To give details about safe and unsafe places to cross the roads.</p> <p>Understand other risks and dangers we face when we use the Internet.</p>	<p>To appreciate that their own decisions and behaviour can impact on their safety and the safety of others.</p> <p>Appreciate the difference between good risks and dangerous risks.</p>	<p>To identify sources of pressure to behave in a certain way, other than peer pressure.</p> <p>To advise others on how to stay safe around roads, water and railways.</p> <p>To appreciate that some drugs are helpful, others are harmful and all drugs</p>	<p>To appreciate that their own decisions and behaviour can impact on their safety and the safety of others.</p> <p>To consider the impact of accepting a dare.</p> <p>Appreciate that the most courageous thing is to refuse a dare.</p> <p>Identify sources of pressure to behave in a certain way, other than peer pressure.</p>	<p>To discuss a range of emergencies and the different responses that would be most appropriate.</p> <p>To understand some basic first aid.</p> <p>Identify points of action to take responsibility for my own safety at home.</p>



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			<p>To consider the impact of accepting a dare.</p> <p>To appreciate that the most courageous thing is to say no.</p>	<p>can be harmful if not taken correctly.</p> <p>To advise others on how to give first aid.</p>		<p>To advise others on how to stay safe around roads, water and railways.</p>
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