

PSHE (including RSE)

EYFS ELG	ELG AREA <ul style="list-style-type: none"> Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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	Year R	Year 1	Year 2
Area Me and My Family	Objectives Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Objectives That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That families are important for children growing up because they can give love, security and stability.	Objectives That families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That families are important for children growing up because they can give love, security and stability.
Vocabulary	me, family, mum, dad, brother, sister, grandad (+alternatives), grandma (+alternatives), auntie, uncle, cousin , like, dislike, love	special, unique, similarities, differences, care for, safe/unsafe, family life, respect, traditions, caring relationships, feelings, roles growing up, closeness	difficult, managing, security, stability, healthy relationships, commitment, protection, characteristics, structure, adoption, advice, services
Sticky knowledge	All children will: I can build constructive and respectful relationships (e.g. I can talk about my family and who is in it, knowing that all families are different)	All children will: 1. I can tell you what a family is in the context of my own family. 2. I can talk about how all families have similarities and differences but are all valued equally. 3. I know who to talk to if I feel unsafe in my family relationships.	All children will: 1. - I can tell you what a family is and common features of family life. 2. I can talk about different family structures, routines and traditions and how they are all valued equally. 3. I know who to talk to if I feel unsafe in my family relationships.



	Year R	Year 1	Year 2
Area Positive Relationships	Objectives Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Objectives How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. About the concept of privacy and the implications of it on both adults and children. That each person's body belongs to them, and the difference between safe and unsafe contact. How to respond safely to adults they do not know.	Objectives How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. About the concept of privacy and the implications of it on both adults and children. That each person's body belongs to them, and the difference between safe and unsafe contact. How to respond safely to adults they do not know.
Vocabulary	friend, feelings, fall out, make up, left out, private parts, stranger, danger, kindness	characteristics, respect, trust, interests, problems, repaired, arguments, resolve, lonely, bullying/anti-bullying, teasing, name-calling, rumours, threatening, united, private, opinions, beliefs	secure, trustworthiness, loyalty, generosity, experiences, strategies, positive/negative, welcoming, excluded comfortable/uncomfortable, conflict, support, undermining, deliberately, cyber-bullying, society
Sticky knowledge	All children will: I can build constructive and respectful relationships (e.g. I can talk about the adults and friends who I love) I can think about the perspectives of others. I can play alongside others I know that what I say can affect other people I know that my actions can affect other people	All children will: 1. I can talk about what makes a good friend and how my friends make me feel. 2. I can talk about why bullying is wrong and who to go to for help if I am being bullied. 3. I know that my body parts belong only to me and who to talk to if I feel unsafe.	All children will: 1. I can talk about how I show respect to others and what to do when I fall out with someone. 2. I can talk about what bullying looks like, how it makes people feel and who to go to for help if I/someone else is being bullied. 3. I know that my body parts belong only to me and who to talk to if I feel unsafe.

Area	Year R	Year 1	Year 2
	Objectives	Objectives	Objectives
Healthy lifestyle	Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<i>About what keeping healthy means; different ways to keep healthy. About foods that support good health.</i> what constitutes a healthy diet. The characteristics and mental and physical benefits of an active lifestyle. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	what constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The characteristics and mental and physical benefits of an active lifestyle. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. How and when to seek support including which adults to speak to in school if they are worried about their health. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Vocabulary	healthy, unhealthy, food, exercise, teeth, sleep, germs, clean, poorly/ill, doctor, nurse	diet, food groups, benefits, physical activity, mental health, active lifestyle, routine, dentist, hygiene, spreading, medicine, rest, mood	risks, calories, nutrition, preparation, regular, keep fit, oral hygiene, flossing, bacteria, viruses, vaccines, quality
Sticky knowledge	<p>All children will:</p> <p>I can talk about some food that keep me healthy e.g. fruit and vegetables.</p> <p>I can talk about why I need to eat healthily</p> <p>I can talk about why I need to exercise regularly</p> <p>I know why I need to keep my teeth clean, I know why I need enough sleep, I know why I should have limited screen time</p>	<p>All children will:</p> <ol style="list-style-type: none"> 1. I am able to talk about what healthy means. 2. I am able to talk about how we can keep healthy e.g. diet, exercise, brush teeth, sleep. 3. I know how to stop germs from spreading and basic hygiene routines e.g. washing hands. 	<p>All children will:</p> <ol style="list-style-type: none"> 1. I am able to talk about what physical health means and how to keep healthy. 2. I am able to talk about what I can do in my everyday life to make sure that I am leading a healthy lifestyle. 3. I know how to have good hygiene and who to talk to if I am worried about my health.



Area	Year R		
	Year 1		
	Year 2		
	Objectives		
Mental Wellbeing	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. Understand that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions. How to recognise and talk about their emotions. The benefits of physical exercise and time outdoors. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.	That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. Understand that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. 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. 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. How to judge whether what they are feeling and how they are behaving is appropriate. The benefits of physical exercise and time outdoors. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.
Vocabulary	feelings, happy, sad, angry, behaviour	mental wellbeing, mental health, emotions (afraid, calm, in-love, worried), physical signs, self-care, impact, loneliness, change, loss	recognise, situations, emotions (upset, unhappy, down, heartbroken, devastated, depressed, over-joyed, delighted, thrilled, beaming, excited, over-whelmed, furious, livid, terrified, relaxed +), appropriate, managing, grief, isolation
Sticky knowledge	All children will: 1. I can begin to say when I am feeling happy, sad, tired, angry, calm 2. I can show resilience and perseverance in the face of challenge. 3. I am beginning to notice when other people express feelings such as happy, sad, tired, angry, calm	All children will: 1. I am able to talk about my own mental wellbeing and the different emotions that I feel. 2. I know ways to make myself feel better and improve my mental wellbeing. 3. I know who to talk to if I am worried about my own mental wellbeing.	All children will: 1. I am able to talk about what mental wellbeing means and the range of emotions people can experience. 2. I know the physical signs of different emotions and how to respond to them appropriately to improve my mental wellbeing. 3. I know who to talk to if I am worried about my own/someone else's mental wellbeing.

	Year R	Year 1	Year 2
	Objectives See safety progression.	Objectives That people sometimes behave differently online, including by pretending to be someone that are not. That the same principles apply to online relationships as to face-to-face relationships. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <i>To recognise risk in simple everyday situations and what actions to take to minimise risk. How to get help in an emergency. To recognise risk in simple everyday situations and what actions to take to minimise risk. Ways to keep safe in familiar environments including road safety. Ways to keep safe in familiar and unfamiliar environments. How to keep safe in the sun and protect skin from sun damage.</i>	Objectives That people sometimes behave differently online, including by pretending to be someone that are not. That the same principles apply to online relationships as to face-to-face relationships. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <i>To recognise risk in simple everyday situations and what actions to take to minimise risk. How to get help in an emergency. The people whose job it is to keep us safe. To recognise risk in simple everyday situations and what actions to take to minimise risk. Ways to keep safe in familiar environments including road safety. Ways to keep safe in familiar and unfamiliar environments. How to keep safe in the sun and protect skin from sun damage. The people whose job it is to keep us safe.</i>
Vocabulary	Please see safety progression.	risk, action, emergency services, road safety, trusted adult, road crossings, zebra crossing, traffic light, familiar/unfamiliar, environment, sun damage, online, internet, messaging, limits	risk taking, electrical appliances, medicines, first aid, hazard, level crossing, lifeguard, coastguard, rail guard, personal information, parental control, password, trusted websites, sources of information, isolation
Sticky knowledge	Please see safety progression.	All children will: <ol style="list-style-type: none"> 1. I can talk about how I can keep safe in school and at home and how to make an emergency call if I don't feel safe. 2. I know that I need to look left and right and listen when crossing a road with adult assistance. 3. I can talk about how I can keep safe online and who to talk to if someone I don't know messages them. 	All children will: <ol style="list-style-type: none"> 1. I know how to safely cross the road independently using traffic light crossings and zebra crossings. 2. I can talk about how I can keep safe at the beach and at the railway and who to talk to if I feel unsafe (lifeguard, rail guard). 3. I can talk about how I can keep safe online, how to protect my personal information and who to talk to if someone I don't know messages them.



Area	Year R	Year 1	Year 2
	Objectives Understanding the World — People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Objectives <i>About what rules are, why they are needed, and why different rules are needed for different situations. About things they can do to help look after their environment. To recognise the ways they are the same as, and different to, other people. That everyone has different strengths Different jobs that people they know or people who work in the community do.</i>	Objectives <i>About what rules are, why they are needed, and why different rules are needed for different situations. About things they can do to help look after their environment. To recognise the ways they are the same as, and different to, other people. About the different roles and responsibilities people have in their community. That everyone has different strengths. That jobs help people to earn money to pay for things. Different jobs that people they know or people who work in the community do. About some of the strengths and interests someone might need to do different jobs.</i>
Vocabulary	family, friends, neighbour	rules environment, strengths, jobs, community	pollution, responsibilities, money, wage, bills, interests
Sticky knowledge	All children will: I can talk about the different people I meet in my everyday life and their roles.	All children will: 1.I can talk about my community and the rules within it. 2.I can talk about things I can do to make the wider world a better place. 3. I can talk about what I want to be when I grow up and why.	All children will: 1.I can talk about what a community is and how all communities have differences but are equally valued. 2.I can talk about my responsibilities and the responsibilities of others to make the wider world a better place. 3.I can talk about what I want to be when I grow up and what I will spend my money on.

SAFETY CURRICULUM (PSHE)

EYFS ELG	ELG AREA <ul style="list-style-type: none">Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
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Area: Body Safety	Year R	Year 1	Year 2
	Objectives: <i>To introduce the NHS PANTS rules to the children. To make children aware of who to talk to if they feel unsafe.</i>	Objectives: what sorts of boundaries are appropriate in friendships with peers and others? 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. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult.	
Vocabulary	safe, private parts, trust	personal, help, appropriate, inappropriate, touch, consent, private parts, secret	
Sticky knowledge	All children will: - I know that my private parts belong only to me and if someone asks to see them I tell them no. - I know who to talk to if I feel unsafe. - I know I can say no if I don’t want to be touched (hugged, tickled etc)	All children will: I know what consent means and how it relates to appropriate and inappropriate touch. I know who to talk to if I or someone I know feels unsafe or uncomfortable.	All children will: <ul style="list-style-type: none">I know when it is not okay to keep something a secret.I know that there are times when I want privacy (e.g. changing, hygiene etc)

Area: School Safety	Year R	Year 1	Year 2
	Objectives: <i>I know that the school gates are there to keep me safe. I know who to talk to in school if I feel unsafe e.g. class teacher or TA.</i>	Objectives: I know how to report concerns or abuse, and the vocabulary and confidence needed to do so. I know where to get advice e.g. family, school and/or other sources. <i>I know how the school keeps me safe.</i>	
Vocabulary		being safe, help, lock, safe adult, safeguarding, staff badge, bullying, DSL alarm, evacuate, drill	
Sticky knowledge	All children will: <ul style="list-style-type: none">I know how I am kept safe on the school site (e.g. knowing that all adults in my school will wear a badge)I know who to talk to in school if I feel unsafe.	All children will: - I know who keeps me safe in school and who to talk to in school when I feel unsafe. - I know who can and cannot come into my school and how my school is protected from strangers. - I know who to talk to if I am being bullied by other children. - I know why we have drills and how to evacuate safely	All children will: <ul style="list-style-type: none">I know who my school designated safeguarding leads are and that they are in charge of keeping me safe.I know how medicines are given safely by Mrs Churcher



Area: Stranger Danger	Year R	Year 1	Year 2
	Objectives: <i>I know what a stranger is. I know not to go anywhere with strangers. I know who safe strangers are e.g. police, nurse, firefighter.</i>	Objectives: How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <i>How to call 999 in an emergency. Who safe adults are in the wider community. I know who safe strangers are e.g. police, nurse, firefighter, lollipop person, shop worker. See also online safety</i>	
Vocabulary		<i>being safe, help, stranger, danger, safe adult, uniform, safe place</i>	
Sticky knowledge	All children will: <ul style="list-style-type: none"> I know that I should stay with my adult when I am out and about I know that I should not go anywhere with a stranger. I know which adults are ‘safe strangers’ (e.g. police shop workers wearing uniform, knowing what to do if I get lost from my adult) 	All children will: <ul style="list-style-type: none"> I know how to call 999 in an emergency or when I feel unsafe. I know what to do if a stranger comes up to me. I know who safe adults are and which places are safe to go to if I get lost eg police station, shop, school. 	All children will: <ul style="list-style-type: none"> I know my parents full name, home address and my parents phone numbers.

Area: Fire and Electrical safety	Year R	Year 1	Year 2
	Objectives: <i>to know what the fire alarm sounds like and how to respond to the fire alarm in school and at home. To recognise the fire exit sign and know that I use it to leave a building.</i>	Objectives: <i>to recognise risk in simple everyday situations and what actions to take to minimise harm. About the people whose job it is to help keep us safe. About what to do if there is an accident and someone is hurt. How to dial 999 and what to say. About how to keep safe around electrical appliances and fire safety.</i>	
Vocabulary	fire, firefighter, fire exit	electricity, risk, harm, fire symbols, electrical appliances , plugs, wires, sockets, switches	
Sticky knowledge	All children will: <ul style="list-style-type: none"> - I know what to do if the fire alarm goes off in school. -I know the fire exit sign and how to leave a building if there is a fire. -I know that I should not put anything into an electrical socket. 	All children will: <ul style="list-style-type: none"> - I know the role of a firefighter and how they can help us when there is a fire. - I know how to leave a building safely during a fire e.g. leave everything, find fire exit, stay low. 	All children will: <ul style="list-style-type: none"> - I know how to keep myself safe around a range of electrical appliances e.g. plug sockets, computers, wires and switches.

Area: Online Safety	Year R	Year 1	Year 2
	Objectives: <i>What ‘online’ means and what devices I use to get online. How the rules that apply to stranger danger also apply to people I meet online.</i>	Objectives: The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <i>To understand that cyber bullying is no different to bullying face-to-face.</i>	
Vocabulary		online, permission, cyber bullying, search engine, private, password, personal information	
Sticky knowledge	All children will: <ul style="list-style-type: none"> - I know that I have to ask my parents before I go online. - I know that I shouldn’t talk to strangers online. 	All children will: <ul style="list-style-type: none"> - I know that I should not share my personal information online. - I know that I should not talk to or meet up with anyone I meet online. - I know who to talk to if me or anyone I know is being cyber bullied. 	All children will: <ul style="list-style-type: none"> • I know what to do if someone asks me to do something online that makes me feel uncomfortable.

Area: Road Safety	Year R	Year 1	Year 2
	Objectives: <i>to know what a road is dangerous and how to cross it safely with an adult. Mention electric cars/cyclists being quieter.</i>	Objectives: <i>How to cross a street safely using the stop, look and listen strategy. To practice crossing roads safely in my local area. Ways to keep myself safe on familiar and unfamiliar roads. To know how to cross a road safely when cycling or riding a scooter. To know what a pelican and zebra crossing is and the role of a lollipop person.</i>	
Vocabulary	road, car, bike, scooter, stop, look, listen, traffic lights	traffic, dangerous, hazards, risk, pelican crossing, zebra crossing, lollipop person	
Sticky knowledge	All children will: - I know that I should not cross a road without an adult there to help me. - I know that I need to stop, look and listen when crossing a road. - I know the role of a lollipop person.	All children will: - I know when it is a safe place to cross a road e.g. traffic lights, not between cars. - I know how to safely cross the road independently using pelican crossings and zebra crossings.	All children will: - I know how to safely cross the road when cycling or scootering. - I know that I shouldn't ride an e-scooter with an adult

Area: Rail Safety	Year R	Year 1	Year 2
		Objectives: <i>ways to keep safe in familiar and unfamiliar environments. To know how to stay safe at a train station and when near train tracks. To know what the railway warning signs are telling me to do.</i>	
Vocabulary		railway, train station, hazards, warning signs, electricity, level crossing	
Sticky knowledge	All children will: <ul style="list-style-type: none"> I know to stay with my adult when I am near a road/ railway. 	All children will: - I know how to be safe when waiting for a train at a train station e.g. stand behind the yellow line. - I know that I should never walk on a railway line	All children will: - I know how to safely cross a level crossing with adult assistance. - I know what the railway warning signs mean e.g. electricity, level crossing gate and traffic lights.

Area: Sun Safety	Year R	Year 1	Year 2
	Objectives: <i>How we know when we feel hot in the sun. How to protect ourselves from the sun using sun cream, sun glasses and sun hat.</i>	Objectives: <i>How we look after ourselves in the sun e.g. shade, hydration, sun cream, sunglasses, sunhat. Why we have to protect ourselves in direct sunlight and the consequences if we don't. To think about what clothes are appropriate to wear in the sun.</i>	
Vocabulary	sun, sun cream, sun hat, sun glasses, protect	shade, hydration, direct sunlight, hottest, sunburn, damage	
Sticky knowledge	All children will: - I know that I need to wear sun cream in the sun to protect my skin. - I know that I need to wear a sun hat and sunglasses in the sun to protect my face and eyes.	All children will: - I know how to protect my body from too much sun e.g. sun cream, sun hat, sunglasses, shade, hydration. - I know why I have to stay safe in the sun and what will happen if I don't protect myself from the sun.	All children will: - I know when the hottest part of the day is and that I should avoid being in direct sun at this time.

Area: Water/Beach Safety	Year R	Year 1	Year 2
	Objectives: <i>learn about basic safety at the beach e.g. ensure an adult can see you, not going to near the water, making sure the water is not too rough.</i>	Objectives <i>How water sources can be dangerous. Ways to keep safe in familiar and unfamiliar environments e.g. the beach. Strategies to keep for keeping safe when near water e.g. stay together, float, call 999. I know the beach safety flags show if it safe to swim. I know when it is safe to go in the water. To know how deep the water is.</i>	
Vocabulary	water, beach, sea, safe, rough	float, safety flags, rescue, lifeguard, depth, coast guard	
Sticky knowledge	All children will: - I know that I should not go in the water without an adult - I know should keep away from the edge of water in case I fall in - I know I should stay with adults at the beach	All children will: - I know that I should float on my back if I fall into water. - I know the role of a lifeguard and how they keep me safe. - I know that learning to swim is an important skill and can help me to be safe near water.	All children will: - I know which flags tell me that it is safe to go into the sea. - I know to call 999 and ask for the coastguard if someone is in danger on the beach.