

OLVESTON CEVC PRIMARY SCHOOL



O.U.R PHYSICAL EDUCATION
CURRICULUM

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O.U.R Physical Education Curriculum

At Oveston CEVC Primary School, we recognise that physical activity and sport are an essential part of a child's everyday life and play a key role in promoting their future well-being and positive mental health. We want every child to enjoy and participate in physical activity by offering a wealth of opportunities in a wide range of sports ranging from gymnastics, athletics, dance, rugby, hockey, cricket, athletics and football. We strive to provide opportunities to compete against themselves and others through internal (themselves, class, school and inter-house) and external (local) competitions, festivals and tournaments enabling them to experience partnership and team building both with their peers and others whilst developing and applying the skills of resilience, sportsmanship and fairness.

We aim to ensure that our delivery of PE allows all children to develop the skills and mindset to leave their primary education with the capabilities to be successful in their sporting interests and active lifestyles at secondary school and beyond.

The PE curriculum builds progressively across the year groups, ensuring full coverage of the skills, matters and processes specified by the National Curriculum. At the heart of our PE curriculum is the desire to promote enjoyment and health; encouraging children to recognise the benefits of staying active on their own well-being.

At Oveston, our PE curriculum aims to ensure that all children:

- enjoy physical activity
- adopt an active and healthy lifestyle encompassing exercise, physical activity, keeping fit and healthy and positive well-being
- understand the positive benefits that staying active has on physical and mental well being
- experience a breadth of sporting activities and events, competing against others individually and in teams
- acquire a range of sporting skills across the National Curriculum
- can confidently swim 25metres
- lead and promote healthy, active lifestyles
- develop and apply an understanding of respect, fairness, resilience and sportsmanship

Children actively participate in weekly PE sessions which are complimented by daily physical exercise through the daily mile, wake and shake and active blasts. PE is taught by both class teachers and sports coaches, Bristol Sports, who deliver and lead in building staff competence and confidence in delivering high quality PE lessons. We follow the Get Set for PE Scheme which provides high quality support for the planning and delivery of PE. Swimming is also taught throughout the year alongside the weekly PE lesson in every year group from Year 2 upwards.

Our long term curriculum plan identifies a broad and balanced curriculum and outlines the activities delivered across the school to ensure coverage of the National Curriculum and to provide the children with ample opportunities to experience a wide range of sports and techniques. A copy of this can be found on page 5.



Our journey through the curriculum

EYFS

We recognise the importance of physical development in the Early Years Foundation Stage as a key area of learning. This is taught under the following 2 strands of Physical Development:

- Moving and Handling
- Health and Self-care

Children in the EYFS access time and space to enjoy energetic play daily in the outdoor learning area and through the use of the playground and the school field. The children also have access to weekly timetabled PE lessons where children are given the opportunity to learn and practice fundamental movement skills for example; practicing moving in different ways and at different speeds, balancing, running and stopping, jumping, hopping and landing.

Key Stage 1

Within Key Stage one, children develop their fundamental movement skills through a range of activities and opportunities, where children work individually in pairs or in groups. We cover key aspects such as gymnastics, dance, games and athletics. We follow the National Curriculum for P.E. in Key Stage 1. In the Summer term of Year 2, are children participate in a 6 week block of swimming.

Key Stage 2

We follow the National Curriculum for P.E. within Key Stage 2. Children continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements. They continue to use the skills individually but also develop cooperation through teamwork and games. We explore a wide range of sports and activities such as dance, gymnastics, athletics, tag rugby, hockey, netball, basketball and a range of games skills. All children in Key Stage 2 participate in a 6 week block of swimming.

Play Leaders

At Oveston, we actively promote the skills of leadership through a carefully designed Play Leader programme. This is aimed at encouraging our Key Stage 2 children to take their first steps into a leadership role and make a positive impact on our school community. Throughout the programme, they develop the skills of communication, organization, team work, co-operation and respect whilst organizing and facilitating fun and engaging playtimes for the younger children. Although not an accredited programme, this is recognised through the Oveston Bridge Awards and contributes to the school's quality mark for PE.

What does this look like in the long term?

- Our children will have a strong understanding of the role physical exercise plays in promoting healthy lifestyles and positive mental health
- Our children will have a sound understanding of and recognise the benefits daily exercise and staying active has on their own positive well-being
- Our children will participate in extra curricular sporting activities where they will apply the skills of team work, resilience, collaboration and sportsmanship
- Our children will actively seek out oportunities to apply their skills outside of the school environment through attendance at external clubs and events
- Our children are exposed to a breadth of sports and games throughout their time at Oveston



Curriculum Overview

Oveston CE VC Primary School – PE long term plan						
Physical Education	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Introduction to PE: Unit 1	Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Ball Skills: Unit 1	Games Skills: Unit 1/ Sports Day practise
Year 1	Ball Skills (Handball: Bristol Sport)	Dance (Bristol Sport)	Gymnastics	Net & Wall Games	Striking & Fielding Games	Athletics / Sports Day practise
Year 2	Ball Skills (Handball: Bristol Sport)	Dance (Bristol Sport)	Gymnastics	Net & Wall Games	Striking & Fielding Games	Athletics / Sports Day practise
					Swimming (6 week block)	
Year 3	Tennis	Tag Rugby	Gymnastics	Handball		Athletics / Sports Day practise
				Swimming (6 week block)		
Year 4	Badminton	Football	Fitness / Circuits		Cricket	Athletics / Sports Day practise
			Swimming (6 week block)			
Year 5	Dance (Bristol Sport)	Tag Rugby (Bristol Sport)	Fitness / Circuits	Gymnastics	Volleyball (Yr5/6)	Athletics / Sports Day practise
		Swimming (6 week block)				
Year 6	Dance (Bristol Sport)	Tag Rugby (Bristol Sport)	Netball	Volleyball (Yr5/6)	Rounders	Athletics / Sports Day practise
		Swimming (6 week block)				

Colour Code:

Invasion	
Swimming	
Net & Wall	
Striking & Fielding	
Dance	
Gymnastics	



Athletics Progression Ladder



Skills

Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.
Jumping: develop power, control and technique in the triple jump.
Throwing: develop power, control and technique when throwing discus and shot put.

Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.
Jumping: explore technique and rhythm in the triple jump.
Throwing: Develop technique and power in javelin and shot put.



Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.
Jumping: develop technique when jumping for distance.
Throwing: explore power and technique when throwing for distance in a pull and heave throw.

Running: develop the sprinting technique and apply it to relay events.
Jumping: develop technique when jumping for distance in a range of approaches and take off positions.
Throwing: explore the technique for a pull throw.

Running: develop the sprinting action.
Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.
Throwing: develop overarm throwing for distance.



Running: explore running at different speeds.
Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.
Throwing: explore throwing for distance and accuracy.



Running: explore running and stopping safely.
Jumping: explore jumping and hopping safely.
Throwing: explore throwing to a target.

Games Unit 1 & 2

Fundamentals Unit 1 & 2

Ball Skills Unit 1 & 2

Year 6

Year 5

Year 4

Year 3

Year 2

Year 1

EYFS

Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.
Jumping: understand that a run up builds speed and power and enables me to jump further.
Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.
Rules: understand and apply rules in events that pose an increased risk.

Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.
Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.
Throwing: know how to transfer my weight in different throws to increase the distance.
Rules: understand and apply rules in a variety of events using official equipment.

Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.
Jumping: understand that transferring weight will help me to jump further.
Throwing: understand that transferring weight will help me to throw further.
Rules: know and understand the rules to be able to manage our own events.

Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.
Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further.
Throwing: understand that the speed of the movement helps to create power.
Rules: know the rules of the event and begin to apply them.

Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.
Jumping: know that swinging my arms forwards will help me to jump further.
Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.
Rules: know how to follow simple rules when working with others.

Running: understand that if I swing my arms it will help me to run faster.
Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.
Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.
Rules: know that rules help us to play fairly.

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.
Jumping: know that bending my knees will help me to land safely.
Throwing: understand that bigger targets are easier to hit.
Rules: know that rules help us to stay safe.



Dance Progression Ladder



Skills

Knowledge

Actions: show controlled movements which express emotion and feeling.
Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.
Space and relationships: use a variety of compositional principles when creating my own dances.
Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.



Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.
Dynamics: confidently use dynamics to express different dance styles.
Space: confidently use direction and patterning to express different dance styles.
Relationships: confidently use formations, canon and unison to express a dance idea.
Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.

Actions: respond imaginatively to a range of stimuli related to character and narrative.
Dynamics: change dynamics confidently within a performance to express changes in character.
Space: confidently use changes in level, direction and pathway.
Relationships: use action and reaction to represent an idea.
Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.

Actions: create actions in response to a stimulus individually and in groups.
Dynamics: use dynamics effectively to express an idea.
Space: use direction to transition between formations.
Relationships: develop an understanding of formations.
Performance: perform short, self-choreographed phrases showing an awareness of timing.



Actions: accurately remember, repeat and link actions to express an idea.
Dynamics: develop an understanding of dynamics.
Space: develop the use of pathways and travelling actions to include levels.
Relationships: explore working with a partner using unison, matching and mirroring.
Performance: develop the use of facial expressions in my performance.

Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.
Dynamics: explore varying speeds to represent an idea.
Space: explore pathways within my performance.
Relationships: begin to explore actions and pathways with a partner.
Performance: perform on my own and with others to an audience.



Actions: explore how my body moves. Copy basic body actions and rhythms.
Dynamics: explore actions in response to music and an idea.
Space: begin to explore pathways and the space around me and in relation to others.
Performance: perform short phrases of movement in front of others.

Year 6

Year 5

Year 4

Year 3

Year 2

Year 1

EYFS

Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.
Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.
Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.
Performance: understand how a leader can ensure our dance group performs together.
Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.

Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.
Dynamics: understand that different dance styles utilise selected dynamics to express mood.
Space: understand that space relates to where my body moves both on the floor and in the air.
Relationships: understand that different dance styles utilise selected relationships to express mood.
Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.
Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.

Actions: understand that some actions are better suited to a certain character, mood or idea than others.
Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.
Space: understand that space can be used to express a certain character, mood or idea.
Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.
Performance: know that being aware of other performers in my group will help us to move in time.
Strategy: know that I can select from a range of dance techniques to translate my idea.

Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.
Dynamics: understand that all actions can be performed differently to help to show effect.
Space: understand that I can use space to help my dance to flow.
Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.
Performance: understand that I can use timing techniques such as canon and unison to create effect.
Strategy: know that if I show sensitivity to the music, my performance will look more complete.

Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.
Dynamics: understand that I can change the way I perform actions to show an idea.
Space: know that I can use different directions, pathways and levels in my dance.
Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.
Performance: know that using facial expressions helps to show the mood of my dance.
Strategy: know that if I practice my dance my performance will improve.

Actions: understand that actions can be sequenced to create a dance.
Dynamics: understand that I can create fast and slow actions to show an idea.
Space: understand that there are different directions and pathways within space.
Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.
Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.
Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.

Actions: understand that I can move my body in different ways to create interesting actions.
Dynamics: understand that I can change my action to show an idea.
Space: know that if I move into space it will help to keep me and others safe.
Performance: know that when watching others I sit quietly and clap at the end.
Strategy: know that if I use lots of space, it helps to make my dance look interesting.





Skills

Invasion Games Progression Ladder (invasion, handball, netball, basketball, football, tag rugby and hockey)



Knowledge

Sending & receiving : s&r consistently using a range of techniques with increasing control under pressure.
Dribbling: dribble consistently using a range of techniques with increasing control under pressure.
Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.
Attacking: confidently change direction to lose an opponent
Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.

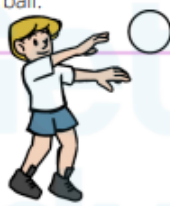
Sending & receiving: develop control when s&r under pressure.
Dribbling: dribble with some control under pressure.
Space: explore moving to create space for themselves and others in their team.
Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.
Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.
Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.
Space: develop moving into space to help my team.
Attacking: change direction to lose an opponent with some success.
Defending: develop defending one on one and begin to intercept.



Sending & receiving : explore s&r abiding by the rules of the game.
Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.
Space: develop using space as a team.
Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.
Defending: develop tracking opponents to limit their scoring opportunities.

Sending & receiving: developing s&r with increased control.
Dribbling: explore dribbling with hands and feet with increasing control on the move.
Space: explore moving into space away from others.
Attacking: developing moving into space away from defenders.
Defending: explore staying close to other players to try and stop them getting the ball.



Sending & receiving: explore s&r with hands and feet to a partner.
Dribbling: explore dribbling with hands and feet.
Space: recognise good space when playing games.
Attacking: explore changing direction to move away from a partner.
Defending: explore tracking and moving to stay with a partner.

Sending & receiving : explore s&r with hands and feet using a variety of equipment.
Dribbling: explore dropping and catching with two hands and moving a ball with their feet.
Space: recognise their own space.
Attacking & defending: explore changing direction and tagging games.

Ball Skills Unit 1 & 2

Games Unit 1 & 2

Year
6

Sending & receiving: understand and make quick decisions about when, how and who to pass to.
Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.
Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.
Tactics: know how to create and apply a tactic for a specific situation or outcome.
Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

Year
5

Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.
Dribbling: know that dribbling in different directions will help to lose a defender.
Space: know that by moving to space even if not receiving the ball will create space for a teammate.
Tactics: understand the need for tactics and identify when to use them in different situations.
Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.



Year
4

Sending & receiving: know that cushioning a ball will help me to control it when receiving it.
Dribbling: know that protecting the ball as I dribble will help me to maintain possession.
Space: know that moving into space will help my team keep possession and score goals.
Attacking: recognise when to pass and when to shoot.
Defending: know when to mark and when to attempt to win the ball.
Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.
Rules: know and understand the rules to be able to manage our own game.

Year
3

Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.
Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.
Space: know that by spreading out as a team we move the defenders away from each other.
Attacking and defending: know my role as an attacker and defender.
Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.
Rules: know the rules of the game and begin to apply them.

Year
2

Sending & receiving: know to control the ball before sending it.
Dribbling: know that keeping my head up will help me to know where defenders are.
Space: know that moving into space away from defenders helps me to pass and receive a ball.
Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.
Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.
Tactics: understand and apply simple tactics for attack and defence.
Rules: know how to score points and follow simple rules.

Year
1

Sending & receiving: know to look at my partner before sending the ball.
Dribbling: know that moving with a ball is called dribbling.
Space: understand that being in a good space helps us to pass the ball.
Attacking: know that being able to move away from a partner helps my team to pass me the ball.
Defending: know that staying with a partner makes it more difficult for them to receive the ball.
Tactics: know that tactics can help us when playing games.
Rules: know that rules help us to play fairly.



EYFS

Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.
Dribbling: know that keeping the ball close will help with control.
Space: know that being in a space gives me room to play.
Attacking & defending: know that there are different roles in games.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.



Skills

Striking and Fielding Progression Ladder (striking and fielding, cricket and rounders)

Knowledge



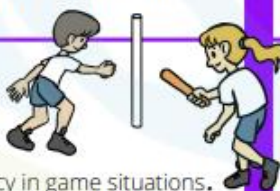
Striking: strike a bowled ball with increasing accuracy and consistency.
Fielding: use a wider range of fielding skills with increasing control under pressure.
Throwing: consistently demonstrate good technique in throwing skills under pressure.
Catching: consistently demonstrate good technique in catching skills under pressure.



Year
6

Striking: understand that the momentum and power for striking a ball comes from legs as well as arms.
Fielding: know which fielding action to apply for the situation.
Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.
Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.
Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

Striking: explore defensive and driving hitting techniques and directional batting.
Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.
Throwing: demonstrate good technique when using a variety of throws under pressure.
Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.



Year
5

Striking: understand that stance is important to allow me to be balanced as I hit.
Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.
Throwing: understand where to throw the ball in relation to where a batter is.
Catching: understand when to use a close catch technique or deep catch technique.
Tactics: understand the need for tactics and identify when to use them in different situations.
Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.

Striking: develop batting technique with a range of equipment.
Fielding: develop bowling with some consistency, abiding by the rules of the game.

Throwing: use overarm and underarm throwing with increased consistency in game situations.
Catching: begin to catch with one and two hands with some consistency in game situations.



Year
4

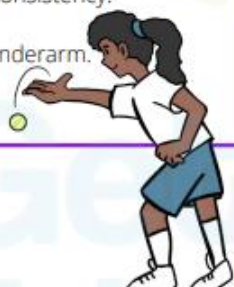
Striking: know that using the centre of the bat will provide the most control and accuracy.
Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly.
Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.
Catching: know to track the ball as it is thrown to help to improve the consistency of catching.
Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.
Rules: know and understand the rules to be able to manage our own game.

Striking: begin to strike a bowled ball after a bounce with different equipment.
Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.
Throwing: use overarm and underarm throwing in game situations.
Catching: catch with some consistency in game situations.

Year
3

Striking: know that striking to space away from fielders will help me to score.
Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.
Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.
Catching: know to move my feet to the ball.
Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.
Rules: know the rules of the game and begin to apply them.

Striking: develop striking a ball with their hand and equipment with some consistency.
Fielding: develop tracking a ball and decision making with the ball.
Throwing: develop co-ordination and technique when throwing over and underarm.
Catching: catch with two hands with some co-ordination and technique.



Year
2

Striking: understand the role of a batter. Know that striking quickly will increase the power.
Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.
Throwing: know that stepping with opposite foot to throwing arm will help me to balance.
Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.
Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).
Rules: know how to score points and follow simple rules.

Striking: explore striking a ball with their hand and equipment.
Fielding: develop tracking and retrieving a ball.
Throwing: explore technique when throwing over and underarm.
Catching: develop co-ordination and technique when catching.



Year
1

Striking: understand that the harder I strike, the further the ball will travel.
Fielding: know that throwing the ball back is quicker than running with it.
Throwing: know which type of throw to use to throw over longer distances.
Catching: know to watch the ball as it comes towards me.
Tactics: know that tactics can help us when playing games.
Rules: know that rules help us to play fairly.



Striking: explore sending a ball to a partner.
Fielding: explore tracking and stopping a rolling ball.
Throwing and catching: explore rolling, throwing and catching using a variety of equipment.

Games Unit 1 & 2

Ball Skills Unit 1 & 2

EYFS

Striking: know to point my hand at my target when striking a ball.
Fielding: know to scoop a ball with two hands.
Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.

