



St Jude's Catholic Primary School

PSHE Whole School Progression Map

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Subject Leader	Date	Review Date
Miss K Hulme	Autumn 2025	Autumn 2026
Pre-School	Communication and language	• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social, Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. RSHE – Physical – recognise that we are all different and unique
	Physical Development	• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the world	• Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people.



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			Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. RSHE – Social and emotional – recognising the joy of being a special person in my family and in God’s family (Spiritual)				
Reception	Communication and language		- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases.				
	Personal, Social, Emotional Development		- See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs. - personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian RSHE – Physical – recognise that we are all different and unique				
	Physical Development		Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes				
	Understanding the world		- Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Recognise that people have different beliefs and celebrate special times in different ways. *Links to Science RSHE – Social and emotional – recognising the joy of being a special person in my family and in God’s family (Spiritual)				
Topic		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Families and friendships	Recognise people who care for them.	- Recognise how to be a good friend. - Recognise different ways that	Recognise and respect that there are different types of families.	Recognise the features of positive healthy friendships	Identify what makes a healthy friendship and how	Recognise what it means to be attracted to someone and



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		• Recognise how people care for them. • Recognise what it means to be a family. • Understand the importance of talking to someone if they are worried about something in their family. RSHE – Social and emotional – recognising signs that I am loved in my family.	people meet and make friends • Recognise strategies for positive play with friends. • Identify what can cause arguments between friends • Understand how to positively resolve arguments between friends • Recognise when they/ others are feeling lonely or unhappy and how to ask for help/ help others. RSHE – Social and emotional – recognising the joy of friendship is one of life's gifts	• Recognise that being part of a family provides support, stability and love • Recognise the positive aspects of being part of a family • Recognise the different ways that people can care for each other • Identify if/when something in a family might make someone upset or worried • Recognise what to do and whom to tell if family relationships are making them feel unhappy or unsafe. RSHE – Social and emotional – Recognising that love is the foundation of family.	• Identify strategies to build positive friendships • Identify how to seek support with relationships if they feel lonely or excluded • Recognise how to communicate respectfully with friends when using digital devices • Recognise how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • Recognise what to do or whom to tell if they are worried about any contact online RSHE – Social and emotional – Ways of	they make people feel included • Identify strategies to help someone feel included • Identify what peer influence is and how it can make people feel or behave • Recognise the impact of the need for peer approval in different situations, including online • Identify strategies to manage peer influence and the need for peer approval • Recognise that it is common for friendships to experience challenges • Identify strategies to positively resolve disputes and reconcile	different kinds of loving relationships • Recognise that people who love each other can be of any gender, ethnicity or faith • Recognise the qualities of healthy relationships that help individuals flourish • Recognise ways in which couples show their love and commitment to one another • Identify what marriage and civil partnership mean • Recognise that people have the right to choose whom they marry or whether to get married • Identify that to force anyone into marriage is illegal • Identify how and where to report
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					being polite and courteous and how this helps to make a better world. Celebrating each other's differences. RSHE – Physical – How to treat others with respect and living in a diverse society.	differences in friendships - Recognise that friendships can change over time and the benefits of having new and different types of friends - Identify how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable - Recognise when and how to seek support in relation to friendships RSHE – Social and emotional – Understanding of emotional relationship changes as we grow and develop.	forced marriage or ask for help if they are worried RSHE – Physical – Sexual intercourse. RSHE - Social and emotional – the sacrament of marriage.
	Safe relationships	Recognise when someone's body or feelings might be hurt and whom to go to for help	- Recognise hurtful behaviour, including online - Identify what to do and whom to	Recognise what is appropriate to share with friends, classmates, family and wider social	Differentiate between playful teasing, hurtful behaviour and	Identify what physical touch is acceptable, unacceptable, wanted or	Recognise compare the features of a healthy and



	• Understand what it means to keep something private, including parts of the body that are private • identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • Recognise how to respond if being touched makes them feel uncomfortable or unsafe • Understand when it is important to ask for permission to touch others • Understand how to ask for and give/not give permission RSHE – Physical – Keeping safe and realising each person's body is their own.	tell if they see or experience hurtful behaviour, including online • Recognise what bullying is and different types of bullying • Identify how someone may feel if they are being bullied • Recognise the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • Identify how to resist pressure to do something that feels uncomfortable or unsafe • Recognise how to ask for help if they feel unsafe or worried and what vocabulary to use	groups including online • Identify what privacy and personal boundaries are, including online • Recognise basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • Recognise that bullying and hurtful behaviour is unacceptable in any situation • Recognise the effects and consequences of bullying for the people involved • Identify the meaning of bullying online, and the similarities and differences to face-to-face bullying	bullying, including online • Understand 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 • Understand how to manage pressures associated with dares • Recognise when it is right to keep or break a confidence or share a secret • Recognise risks online such as harmful content or contact	unwanted in different situations • Recognise how to ask for, give and not give permission for physical contact • Identify how it feels in a person's mind and body when they are uncomfortable • Understand that it is never someone's fault if they have experienced unacceptable contact • Identify how to respond to unwanted or unacceptable physical contact • Recognise that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a	unhealthy friendship • Understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • Identify strategies to respond to pressure from friends including online • Identify how to assess the risk of different online 'challenges' and 'dares' • Understand how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • Understand how to get advice and
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		Knowing the difference between good and bad secrets. RSHE – Key words - Body parts.	RSHE – Physical – describing ways of being safe in communities and looking at boundaries that appropriate in friendships and other including in a digital context.	Understand what to do and whom to tell if they see or experience bullying or hurtful behaviour RSHE – Social and emotional – friendships are built on mutual respect. How people sometimes behave differently online and how to make sure these friendships are positive and safe.	- Recognise how people may behave differently online including pretending to be someone they are not - Understand how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online RSHE – Physical – How to treat others with respect and living in a diverse society. RSHE – Spiritual – Appreciating the innate beauty, uniqueness and value of everyone.	secret they are worried about Identify whom to tell if they are concerned about unwanted physical contact RSHE – Social and emotional – Seeking advice or reporting concerns for yourself or on behalf of a friend because you are feeling unsafe.	report concerns about personal safety, including online Identify what consent means and how to seek and give/not give permission in different situations RSHE – Spiritual – Building relationships online, how we can recognise risks and who to report these to. Boundaries, appropriate and inappropriate including in a digital context. Where to get advice.
Respecting ourselves and others.	Recognise what kind and unkind behaviour means	Recognise the things they have in common with their friends,	Recognise respectful behaviours	Recognise differences between people	Recognise that everyone should be treated equally	Recognise the link between values and behaviour	



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		in and out of school • Recognise how kind and unkind behaviour can make people feel • Understand what respect means • Recognise class rules RSHE – Physical – how to recognise when people are being unkind and the different kinds of teasing and bullying, and which are wrong and acceptable.	classmates, and other people • Recognise that friends can have both similarities and differences • Recognise how to play and work cooperatively in different groups and situations • Recognise how to share their ideas and listen to others, take part in discussions, and give reasons for their views RSHE – Spiritual – Giving ourselves to others.	• Recognise how to model respectful behaviour in different situations • Recognise the importance of self-respect and their right to be treated respectfully by others • Identify what it means to treat others, and be treated, politely • Recognise the ways in which people show respect and courtesy in different cultures and in wider society RSHE – Physical – How relationships are always in need of building or rebuilding.	such as gender, race, faith • Recognise what they have in common with others • Understand the importance of respecting the differences and similarities between people • Identify vocabulary to sensitively discuss difference and include everyone RSHE – Physical – Respecting the diverse modern society that we live in. Challenging stereotypes.	• Recognise why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • Identify what discrimination means and different types of discrimination • Identify online bullying and discrimination of groups or individuals • Recognise the impact of discrimination on individuals, groups and wider society • Identify ways to safely challenge discrimination • Understand how to report	and how to be a positive role model • Identify how to discuss issues respectfully • Recognise how to listen to and respect other points of view • Identify how to constructively challenge points of view they disagree with • Identify ways to participate effectively in discussions online and manage conflict or disagreements RSHE – Spiritual – Characteristics of positive and respectful relationships.
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						discrimination online RSHE – Social and emotional – Struggling with self-esteem and self-confidence. RSHE – Spiritual – Be respectful of your own body.	
Living in the wider world	Belonging to a community	• Identify examples of rules in different situations • Recognise that different people have different needs • Recognise how we care for people, animals and other living things in different ways • Identify how they can look after the environment. RSHE - Spiritual – looking after the beautiful world that	• Identify that they can be a part of different groups, and the role they play in these groups • Recognise different rights and responsibilities that they have in school and the wider community • Identify how a community can help people from different groups to feel included • Recognise that they are all equal, and ways in which	• Identify the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • Identify what human rights are and how they protect people • Identify basic examples of human rights including the rights of children	• Identify the meaning and benefits of living in a community • Recognise that they belong to different communities as well as the school community • Identify the different groups that make up and contribute to a community • Identify the individuals and groups that help the local community,	• Recognise how resources are allocated and the effect this has on individuals, communities and the environment • Recognise the importance of protecting the environment and how everyday actions can either support or damage it • Understand how to show compassion for the environment,	• Identify what prejudice means • Differentiate between prejudice and discrimination • Understand how to recognise acts of discrimination • Identify strategies to safely respond to and challenge discrimination • Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups



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		God gave us. Family rules to live in harmony and peace. Science – Animals including humans – identify and name a variety of common animals. Describe and compare the structure of a variety of common animals.	they are the same and different to others in their community RSHE – Social and emotional – belonging to a diverse community.	• Recognise how they have rights and also responsibilities • Recognise that with every right there is also a responsibility RSHE – Physical – Have the right to be listened to. Maintaining healthy relationships.	including through volunteering and work • Understand how to show compassion towards others in need and the shared responsibilities of caring for them RSHE – Physical – Recognise the innate dignity of every person. Defend and protect human life. How we respect others even when they are different from ourselves: physically, ethnically, culturally.	animals and other living things • Understand the way that money is spent and how it affects the environment • Recognise how to express their own opinions about their responsibility towards the environment RSHE – Spiritual – Selfless love, looking after the environment and practical support for the vulnerable	• Identify how stereotypes are perpetuated and how to challenge this RSHE – Spiritual – Ensuring we are contributing to the wellbeing of others and taking steps to avoid seeing negatives.
Media literacy and digital resilience	• Recognise how and why people use the internet • Recognise the benefits of using the internet and digital devices	• Identify the ways in which people can access the internet • Recognise the purpose and value of the	• Recognise how the internet can be used positively for leisure, for school and for work • Recognise that images and	• Recognise that everything shared online has a digital footprint • Recognise that organisations can use personal information to	• Identify different types of media and their different purposes • Identify basic strategies to assess whether content online is based on	• Recognise the benefits of safe internet use • Identify how and why images online might be manipulated, altered, or faked	



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		Identify how people find things out and communicate safely with others online RSHE – physical – How are parents and teachers keeping us safe online – rules and age restrictions.	internet in everyday life - Recognise that some content on the internet is factual and some is for entertainment - Recognise that information online might not always be true RSHE – Physical – Keeping safe online and setting appropriate boundaries.	information online can be altered or adapted and the reasons for why this happens - Identify strategies to recognise whether something they see online is true or accurate - Evaluate whether a game is suitable to play or a website is appropriate for their age-group - Recognise how to make safe, reliable choices from search results - Identify how to report something seen or experienced online that concerns them RSHE – Physical – Understanding how friendships can be	encourage people to buy things - Recognise what online adverts look like - Recognise differences in content shared for factual purposes and for advertising - Recognise why people might choose to buy or not buy something online - Understand that search results are ordered based on the popularity of the website and that this can affect what information people access RSHE – Physical – How people behave in a modern society.	fact, opinion, or is biased - Recognise that some media and online content promote stereotypes - Identify how to assess which search results are more reliable than others - Recognise unsafe or suspicious content online - Recognise how devices store and share information RSHE – Physical – Pressures from outside, including social media, to look and feel a certain way. How images in the media do not always reflect reality and how we can deal with these external pressures.	- Recognise when images might have been altered - Understand why people choose to communicate through social media and some of the risks and challenges of doing so - Recognise that social media sites have age restrictions and regulations for use - Identify the reasons why some media and online content is not appropriate for children - Recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things
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				broken down by actions or words on social media. The acts of reconciliation.			• Understand sharing things online, including rules and laws relating to this • Recognise what is appropriate to share online • Identify how to report inappropriate online content or contact RSHE – Spiritual – Recognising risks when building relationships online such as inappropriate images.
	Money and work	• Recognise that everyone has different strengths, in and out of school • Identify that different strengths and interests are needed to do different jobs	• Recognise what money is and its different forms • Identify how money can be kept and looked after • Recognise way of getting, keeping and spending money	• Identify jobs that people may have from different sectors • Recognise that people can have more than one job at once or over their lifetime • Recognise common myths	• Recognise how people make different spending decisions based on their budget, values and needs • Recognise how to keep track of money and why it is important to	• Identify jobs that they might like to do in the future • Recognise the role ambition can play in achieving a future career • Recognise how or why someone might choose a certain career	• Recognise the role that money plays in people's lives, attitudes towards it and what influences decisions about money • • Recognise value for money and how to judge if



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		• Identify people whose job it is to help us in the community • Recognise different jobs and the work people do RSHE – Physical – How the police and lifeguards have the job to keep us safe with basic rules. Understand how to respect each other's differences and celebrate how individuals are different and similar.	• Understand that people are paid money for the job they do • Recognise the difference between needs and wants • Recognise how people make choices about spending money, including thinking about needs and wants RSHE – Social and emotional – Belonging to a diverse community.	and gender stereotypes related to work • Challenge stereotypes through examples of role models in different fields of work • Identify some of the skills needed to do a job • Recognise their interests, skills and achievements and how these might link to future jobs • Recognise how to set goals that they would like to achieve this year RSHE – Social and emotional – qualities and characteristics of a true friend.	know how much is being spent • Identify different ways to pay for things and the reasons for using them • Recognise that how people spend money can have positive or negative effects on others RSHE – Physical – Helping others to grow and provide opportunities.	• Recognise what might influence people's decisions about a job or career • Recognise the importance of diversity and inclusion to promote people's career opportunities • Recognise stereotyping in the workplace, its impact and how to challenge it • Identify that there are a variety of routes into work RSHE – Social and emotional – Changes and how these might present themselves within friendships. Concerns for the future/ identity formation.	something is value for money • Recognise how companies encourage customers to buy things and why it is important to be a critical consumer • Recognise how having or not having money can impact on a person's emotions, health and wellbeing • Identify common risks associated with money, including debt, fraud and gambling • Recognise how money can be gained or lost • Recognise how to get help if they are concerned about gambling or other financial risk
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							RSHE – Social and emotional – How stable and caring relationships are at the heart of happy families. Where to seek advice.
Health and Wellbeing	Physical health and mental wellbeing	• Recognise what it means to be healthy and why it is important • Identify ways to take care of themselves on a daily basis • Recognise basic hygiene routines • Recognise healthy and unhealthy foods, including sugar intake • Recognise physical activity and how it keeps people healthy • Identify different types of play, including balancing indoor, outdoor and screen-based play	• Recognise routines and habits for maintaining good physical and mental health • Recognise why sleep and rest are important for growing and keeping healthy • Recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • Recognise the importance of, and routines for, brushing teeth and visiting the dentist	• Identify the choices that people make in daily life that could affect their health • Identify healthy and unhealthy choices • Recognise what can help people to make healthy choices and what might negatively influence them • Recognise habits and that sometimes they can be maintained, changed or stopped the positive and	• Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • Recognise what good physical health means and how to recognise early signs of physical illness • Recognise that common illnesses can be quickly and easily treated with the right care • Identify how to maintain oral hygiene and dental health, including how to brush and floss correctly	• Recognise how sleep contributes to a healthy lifestyle • Identify healthy sleep strategies and how to maintain them • Recognise the benefits of being outdoors and in the sun for physical and mental health • Identify how to manage risk in relation to sun exposure, including skin damage and heat stroke • Recognise how medicines can contribute to health and how	• Understand that mental health is just as important as physical health and that both need looking after • Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Identify positive strategies for managing feelings



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		• Identify people who can help them to stay healthy • Identify how to keep safe in the sun RSHE – Physical – Characteristics of keeping safe – personal hygiene.	• Identify food and drink that affect dental health • Recognise how to describe and share a range of feelings • Identify ways to feel good, calm down or change their mood • Understand how to manage big feelings including those associated with change, loss and bereavement • Understand when and how to ask for help, and how to help others, with their feelings RSHE – Physical – Clear on how to seek advice from themselves or others and having confidence to do so. Feeling safe in the community.	negative effects of habits • Identify what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • Recognise that regular exercise such as walking or cycling has positive benefits for their mental and physical health • Recognise the things that affect feelings both positively and negatively • Identify strategies to identify and talk about their feelings • Recognise some of the different ways people express feelings	• Recognise the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health RSHE – Spiritual – How we can support each other's mental health and wellbeing and recognising the importance of expressing feelings. Science – Animals including humans – Identify the different types of teeth in humans and their simple functions.	allergies can be managed • Recognise that some diseases can be prevented by vaccinations and immunisations • Recognise that bacteria and viruses can affect health • Identify how they can prevent the spread of bacteria and viruses with everyday hygiene routines • Recognise the shared responsibility of keeping a clean environment RSHE – Physical – Hygiene routines during the time of puberty. The importance of keeping clean and maintaining a good personal hygiene.	• Recognise that there are situations when someone may experience mixed or conflicting feelings • Recognise how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • Identify where they and others can ask for help and support with mental wellbeing in and outside school • Recognise the importance of asking for support
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			Science – Animals including humans – Describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Recognise how feelings can change overtime and become more or less powerful RSHE – Physical – Looking out for each other and taking care of each other to support positive health and wellbeing. Science – Animals including humans – Identifying that animals, including humans, need the right types and amount of nutrition.			from a trusted adult - Identify the changes that may occur in life including death, and how these can cause conflicting feelings - Recognise that changes can mean people experience feelings of loss or grief - Recognise the process of grieving and how grief can be expressed - Identify strategies that can help someone cope with the feelings associated with change or loss - Identify how to ask for help and support with loss, grief or other aspects of change - Recognise how balancing time
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							online with other activities helps to maintain their health and wellbeing • Identify strategies to manage time spent online and foster positive habits e.g. switching phone off at night • Recognise what to do and whom to tell if they are frightened or worried about something they have seen online RSHE – Spiritual – Building relationships online, how we can recognise risks and who to report these to. Boundaries, appropriate and inappropriate including in a digital
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							context. Where to get advice.
	Growing and changing	• Recognise what makes them special and unique including their likes, dislikes and what they are good at • Identify how to manage and whom to tell when finding things difficult, or when things go wrong • Recognise how they are the same and different to others • Recognise different kinds of feelings • Recognise feelings in themselves and others • Identify how feelings can affect how people behave RSHE – Physical – Understand how to	• Recognise the human life cycle and how people grow from young to old • Recognise how our needs and bodies change as we grow up • Recognise change as people grow up, including new opportunities and responsibilities • Prepare to move to a new class and set goals for next year RSHE – Physical – Realising that each person’s body is their own. Feeling safe. Science – Animals including humans – Notice that animals, including humans,	• Recognise that everyone is an individual and has unique and valuable contributions to make • Recognise how strengths and interests form part of a person's identity • Identify their own personal strengths and interests and what they're proud of • Recognise common challenges to self - worth • Identify basic strategies to manage and reframe setbacks RSHE – Physical –The role of a peer, mediator and	• Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • Recognise, respect and express their individuality and personal qualities • Identify ways to boost their mood and improve emotional wellbeing • Recognise the link between participating in interests, hobbies and community groups and mental wellbeing RSHE – Spiritual – Celebrating the	• Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant • Understand how to discuss the challenges of puberty with a trusted adult • Identify how to get information, help and advice about puberty RSHE – Physical – Changes that take place during puberty. Science – Animals including humans – Describe the changes as humans develop to old age.	• Recognise some of the changes as they grow up • Recognise what being more independent might be like, including how it may feel • Understand the transition to secondary school and how this may affect their feelings • Recognise how relationships may change as they grow up or move to secondary school • Identify practical strategies that can help to manage times of change. RSHE – Physical – How a human life is conceived.



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		respect each other’s differences. RSHE – Spiritual – Living in peace and harmony.	have offspring which grow into adults.	mending broken friendships. How to resolve conflicts.	uniqueness and innate beauty of each of us.		
Keeping safe.	• Recognise how rules can help to keep us safe • Identify why some things have age restrictions • Identify basic rules for keeping safe online • Understand whom to tell if they see something online that makes them feel unhappy, worried, or scared RSHE – physical – How are parents and teachers keeping us safe online – rules and age restrictions.	• Recognise risk in everyday situations • Recognise how to help keep themselves safe in familiar and unfamiliar environments • Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • Recognise how to help keep themselves safe at home in relation to	• Identify typical hazards at home and in school • Understand how to predict, assess and manage risk in everyday situations • Identify fire safety at home including the need for smoke alarms • Recognise the importance of following safety rules from parents and other adults • Recognise how to help keep themselves safe in the local environment or unfamiliar places, including road, rail,	• Recognise the importance of taking medicines correctly and using household products safely • Recognise what is meant by a ‘drug’ • Recognise that drugs common to everyday life can affect health and wellbeing • Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • Identify some of the risks associated with	• Identify when situations are becoming risky, unsafe or an emergency • Identify occasions where they can help take responsibility for their own safety • Differentiate between positive risk taking and dangerous behaviour • Recognise how to deal with common injuries using basic first aid techniques • Recognise how to respond in an emergency, including when and how to	• Identify how to protect personal information online • Identify potential risks of personal information being misused • Identify strategies for dealing with requests for personal information or images of themselves • Identify types of images that are appropriate to share with others and those which might not be appropriate • Recognise that images or text can be quickly shared	



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		RSHE – Social and emotional – Knowing how to respond to uncomfortable situations – including knowing who to go to if worried or in need of help.	electrical appliances, fire safety and medicines/household products - Identify things that people can put into their body or onto their skin and how these can affect how people feel - Recognise how to respond if there is an accident and someone is hurt - Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say RSHE – Physical – Ways of keeping safe in our community. What to do if you feel unsafe. How digital devices can be used to	water and firework safety RSHE – Physical – Steps you can take to resolve conflicts in the wider community. Listening to concerns.	drugs common to everyday life - Recognise that for some people, using drugs can become a habit which is difficult to break - Understand how to ask for help or advice RSHE – Social and emotional – St. Paul's letter to the Colossians on how to make society better.	contact different emergency services RSHE – Social and emotional – Changes and how these might present themselves in friendships – risk taking behaviour.	with others, even when only sent to one person, and what the impact of this might be - Recognise what to do if they take, share or come across an image which may upset, hurt or embarrass them or others - Understand how to report the misuse of personal information or sharing of upsetting content/ images online - Recognise the different age rating systems for social media, T.V, films, games and online gaming - Recognise why age restrictions are important and how they help people make safe decisions about
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			communicate with others when we feel unsafe.				what to watch, use or play • Identify the risks and effects of different drugs • Recognise the laws relating to drugs common to everyday life and illegal drugs • Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • Identify the organisations where people can get help and support concerning drug use • Understand how to ask for help if they have concerns about drug use • Identify mixed messages in the media relating to
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							drug use and how they might influence opinions and decisions RSHE – Spiritual – Building relationships online, how we can recognise risks and who to report these to. Boundaries, appropriate and inappropriate including in a digital context. Where to get advice. Science – Animals including humans – Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
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